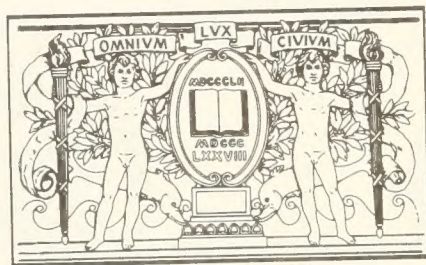


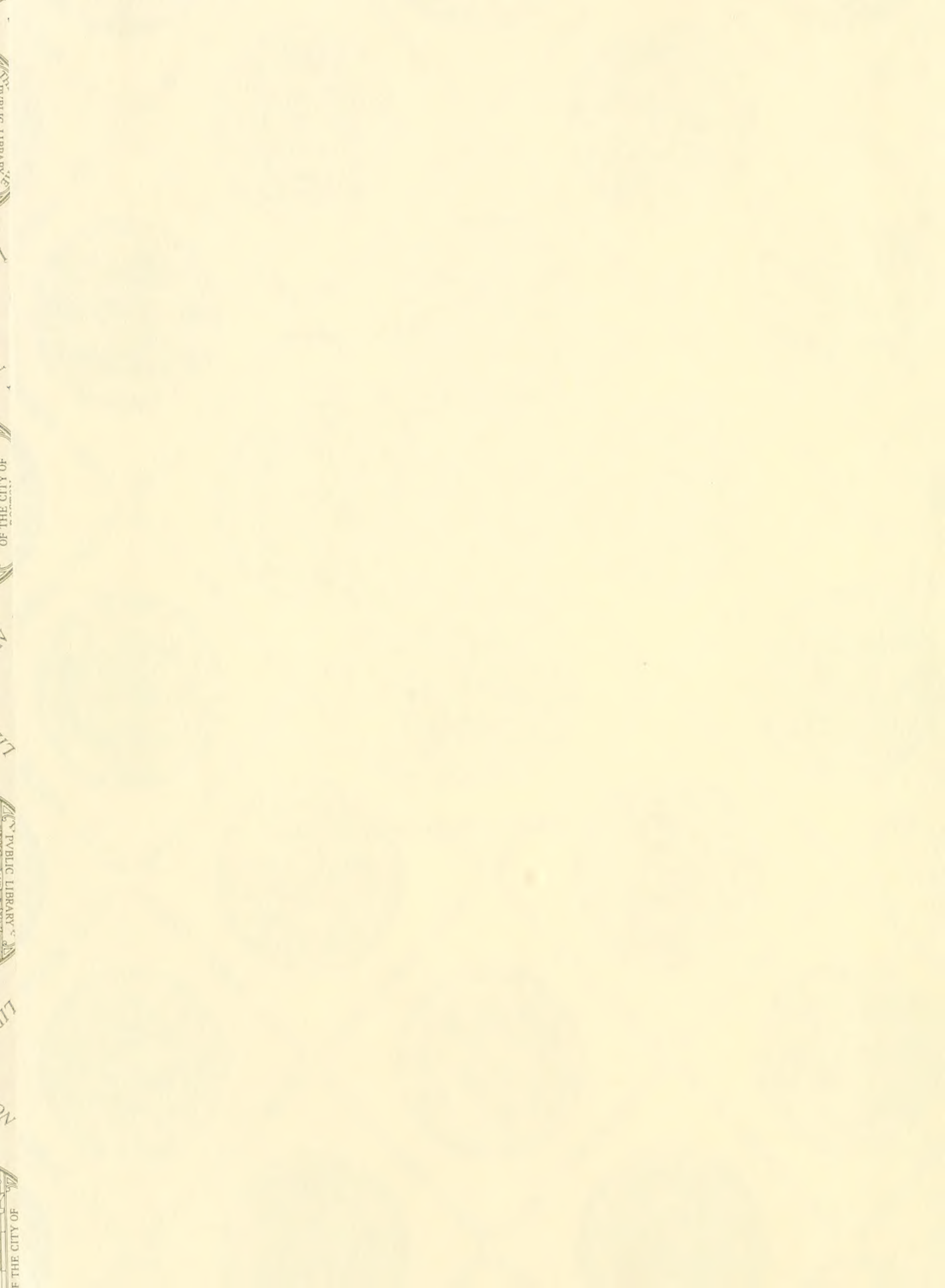
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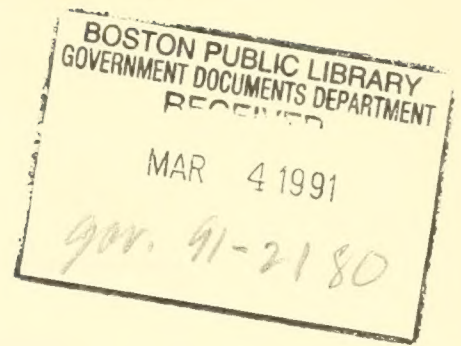


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High School Restructuring and Improvement Plan for the Boston Public Schools

January, 1991

HIGH SCHOOL RESTRUCTURING & IMPROVEMENT PLAN

Volume 1

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Michael Fung

FOREWORD

The *High School Restructuring and Improvement Plan* addresses several key elements of restructuring and improvement. Specifically, a change in organizational structure at the high school level; a change in curriculum and instruction so that all of our students have access to a variety of challenging, quality courses; a change in how student achievement is assessed; a change in school and staff accountability; and an expanded definition of partnership make up key components.

I believe the plan represents a radical departure from the way secondary education services have been delivered previously in the Boston Public Schools, with the anticipated result being that our students will be much better served.

I would like to extend my personal thanks and professional appreciation to Michael Fung, High School Zone Superintendent, and to his staff, particularly Mary Ann Cohen, for their leadership in the development of the *High School Restructuring and Improvement Plan*. I would also want to acknowledge the work of a Headmasters' Planning Team, chaired by Dr. Joseph Arangio and assisted by headmasters Michael Contompasis, Lorraine Hamilton, Albert Holland, Donald Pellegrini, and Sidney Smith. The contributions to the planning process made by the School Committee Subcommittee, chaired by Member Rosina Bowman, and by the High School Zone Planning and Improvement Council were important and are also gratefully acknowledged. Their collective efforts were key to the success of the planning process.

The High School Zone Superintendent has been designated as the person responsible for guiding the implementation of this plan. All central, zone, and school-based staff are enjoined and encouraged to cooperate and support this effort.

JOSEPH M. MCDONOUGH
SUPERINTENDENT

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The Mission of Our High Schools

Boston's high schools have often been said to lack a sense of direction, a mission, a set of values. Ours has often been a difficult journey, responding to the crisis or agenda or educational trend of the moment. By equating reaction with action, many of us have become unwilling accomplices to mediocrity.

Before we begin to plan, we must define that mission, in the context of the needs of our students, the role of education, and the future of our city.

We propose that the mission of our high schools must be:

- To provide a *protective* environment for students to develop physically, emotionally, and intellectually, and to resolve the conflicts of adolescence.
- To exert a humanizing influence on students, in the hope that they will be able to appreciate the fruits of human achievements, will possess the moral fortitude to challenge inhumane deeds in adverse times, and will never be indifferent to human suffering.
- To instill in students a love of learning and a passion for excellence so that they will be independent learners and achievers all their lives.
- To equip students with intellectual and social skills that assure their independence and adaptability as adults.
- To produce responsible citizens who respect the values of society yet are able and willing to challenge those values when necessary.

The ability to think straight, some knowledge of the past, some vision of the future, some skill to do useful service, some urge to fit that service into the well-being of the community--- these are the most vital things education must try to produce.

--Virginia Gildersleeve
Dean Emeritus
Barnard College

Foreword

How does a school accomplish this mission? Some goals are straightforward: A school must be safe. It must not permit the strong to bully the weak, even though such an act is a frequent occurrence in society. Others are basic: A school should implant in its students the skills to translate information into knowledge. Still others are more subtle: A school may impart to its students the wisdom that, at their age, they do not need to have the answer to every question.

How a school carries out this mission is important. One does not, for instance, *instruct* students in the love of learning; it is not a course or program. Like the love of fine art, it is a passion that we acquire because when we are young we experience the joy and the excitement of learning. Similarly, one cannot expect a school to have a humanizing influence on its students if they are not treated in a civilized and humane manner.

Many of today's high schools are too large, too impersonal, and by definition, too fragmented to ensure that all students' needs are recognized and met. More than ten years ago, Ron Edmonds's research described the factors that correlate to an effective school. James Comer's work in New Haven tested those ideals in real schools, with measurable improvement in student achievement and attendance; more importantly, his work improved the critical relationship between student and teacher. Their efforts and those of schools across the country (and in Boston) differ from school to school, but all have a number of factors in common, most important among them the creation of a sense of community, a recognition by students that they *belong* there.

We need a structure that builds in that sense of community, that recognizes the developmental needs of adolescents, that encourages professionalism among staff, and delegates the authority to run a school to the school. At the same time, that structure **must** set the highest academic standards for all students and demand the most **challenging** instruction from staff. Finally, such a model must prepare students to **continue** their education and **work** after they graduate.

The high school we envision would respect each student as an individual; would require from each a commitment to learn and a respect for the rights of others to learn; would present a curriculum that is hands-on, project-based, and intensely challenging; would make each classroom a place for inquiry, exploration, discovery, and expression; would enable teachers to collaborate in ways that are unprecedented; and would encourage students to explore, reach for, and accomplish

goals they may not have imagined *before* high school. It would prepare students to translate their dreams into reality.

Restructuring and improvement necessitates fundamental *organizational* and *operational* changes. With budgetary restrictions, it is no longer feasible to improve schools by the mere addition of programs, however innovative they may be. Nor is it presently possible, with contractual constraints, to impose large-scale changes in personnel. In short, our high schools have few alternatives but to change their *ways*.

In the last few years, a number of high schools have piloted restructuring, and each has approached the challenge differently. Most came to the same conclusion, however: the realization that their school had to be made more of a community for both students and staff. For many, that meant organizing the school into smaller units---clusters---and developing interdisciplinary curriculum units that "grabbed" their students' interests. It is safe to predict---given the body of research on restructuring---that their efforts will pay off in other ways as well: increased attendance, improved student achievement, and lowered suspension and dropout rates. [See attached report, "Six High Schools That Are Restructuring."]

We present this High School Restructuring & Improvement Plan as a collaborative effort. We commit ourselves to providing the best for our students, and expecting the best from them in return. We can settle for no less.

Background

That this country is struggling with the complex issues of public education is apparent. Contrary to public perception, that struggle is not limited to urban school systems; suburban and rural communities also face dwindling resources, low student achievement, and poor performance. Boston is not alone.

Nevertheless, one can find reasons for hope. Among our fifteen high schools, there are large and dramatic differences in suspension and dropout rates, for example. In 1987, Madison Park/Humphrey Center imposed an average of 31 monthly suspensions per one thousand students; Snowden, three/thousand. Since then, the school has developed a comprehensive plan to deal with the specific problem, and the suspension rate of Madison has dropped by half, to 14.5/thousand students. The school's dropout rate, just as those of all the other (then-District E) high schools, also dropped appreciably.

One can also find such significant differences among our high schools in student and teacher attendance, non-promotion rates, and dropout rates. In each case, without exception, when a school developed a sound plan and implemented it with vigor, it made a difference.

The classic example is provided by Boston High School. By introducing a Chapter 636-funded Saturday program for students who are chronically absent, the school was able to reduce the non-promotion rate from 27.5% to 13.0%, and the dropout rate from 18.6% to 14.7% in one year. The subsequent year saw a further improvement in other areas of academic performance such as the Metropolitan Achievement Test scores in reading.

Obviously the way a school is run *does* make a difference.

Key Elements of Restructuring & Improvement

□ *Change in structure*

"The way a school is run" reflects its organizational structure. In many American high schools that structure has remain unchanged for generations of students. They enter at grade 9, take rigidly defined courses, and are promoted from grade to grade based on passing marks until they graduate. Those who cannot pass courses repeat them until they graduate or drop out. For teachers, the traditional structure can be equally rigid: Many face 150 (or more) students each day, teach in curricular and social isolation, and have little opportunity to work collaboratively with colleagues.

In this model, education is a factory. Raw material enters at one end and a finished product exits at the other: a literate work force. The problem is that this 19th century model is not relevant to the 20th (and soon, 21st) century, when an information society will make unprecedented demands on its citizens. Literacy can no longer be the sole objective: Our schools must convince students of the importance of learning, instill in them the values of caring for others, and provide them with the skills they need to contribute to society. In short, our high schools must be keepers of the values of our institutions.

We recommend replacing the current high school structure with a more flexible, student-centered model, one that has been debated, designed, and agreed to by teachers and parents at each site.

For example, in the Five Stages model described later, the current grade 9-12 structure would be replaced with a "2 + 2 (+2)" structure. Students would receive two years of intensive academic preparation, followed by two years of specialization in one of four "strands": college prep (humanities), college prep (science & math), occupational education, or technical education. All four strands would be academically (and equally) challenging.

Students would be taught by a team of teachers in small, heterogeneously-grouped clusters, and bilingual and special needs students would be fully integrated into each cluster. No groups of students would be isolated by "ability" or language proficiency.

After graduation, students could opt for two additional years of transitional instruction, in partnerships developed with local community colleges and private college prep schools. These and other partnerships would play a critical role in our high schools, providing technical and other expertise in the areas of planning, curriculum development, teacher training, management, career counseling, and more.

There are other many other models that have proven effective, including some that have retained the traditional high school structure. But they all share certain characteristics: a caring environment, a passion for excellence, a respect for learning, a tolerance for diversity, and above all, a sense of community. The key is to allow each school---and within the school, smaller teacher teams---to explore the options and develop collective strategies that work, for them *and* their students.

□ *Change in curriculum and instruction*

We must ensure that *all* our students in *all* our high schools have access to a variety of challenging, quality courses. No student should be denied access to the most demanding college or career because the courses he or she needed were not available.

This does not mean that every high school should offer the same courses. Each must have the license to develop courses that are appropriate to their students' needs and their program emphasis. At the same time, we must guarantee consistency in what teachers teach and students learn.

To balance that diversity and consistency, we propose systemwide "competencies" that would outline both content area and abstract skills that students should know before graduation. Uniform competencies would serve as guides to what students should be taught, across all courses and in any high school.

We must also end the isolation that now separates disciplines and (often) staff. We must build in time so that teachers can develop interdisciplinary curriculum units; so that they can review their students' needs and plan responses; so that they can talk about their work, as professionals and colleagues.

Teachers also need an opportunity to call on outside resources for support. In collaborations with other school staff and with specialized staff from colleges and other local institutions, teachers need to define curriculum, plan joint strategies, and revise their offerings as needs change. A school might establish a partnership with a university's engineering department, for example, to develop computer-assisted design (CAD) courses. That university link could offer the school invaluable advice about state-of-the-art equipment, suggestions on textbooks and other resources, and internships for students.

Finally, such a dramatic change in structure and curriculum requires a similar change in how we teach. There is a growing body of research that students learn best (and teachers teach best) when they can connect the curriculum to their lives, when they can work informally with others on projects, and when they can experience the give and take of debate and critical discussion.

We must redefine the role of teacher, moving from that of "lecturer" to that of "coach and mentor." Teachers and students must begin to work together, and teachers must call on a variety of strategies, cooperative learning and peer tutoring, for example, to reach *every* student.

Change in student assessment

After four years of high school education, our graduates should understand a range of curriculum and be able to communicate that understanding. They should be able to reflect on and assess their own learning. They should be able to ask the right questions and work hard to search for the correct answers. Within the classroom, they should have actively engaged in knowledge-acquisition activities and have been involved in complex, non-routine tasks.

By necessity, if we redefine what we expect of students, we must redefine what we expect of schools, particularly teachers. We must guarantee that students are taught by skilled staff in a manner that will allow them to meet our standards. The burden is on our schools to provide that instruction, to *all* students in *all* courses. To hold students to strict standards, as we propose, without demanding excellent instruction from staff, is unconscionable.

Further, if we alter how a school is organized and how instruction is presented, we must alter how student achievement is assessed. Traditional evaluation instruments cannot measure, for example, whether a student can think critically and can apply skills to other situations. We need assurances that our students can translate *learning* into *knowledge*.

These expectations differ considerably from what we currently ask of students. To graduate now, for example, a student must earn a minimum number of "points" by passing courses in specified areas and a minimum score on a standardized test in reading and math. Neither requirement can measure a student's ability to apply the learned skills to real-life situations. [In fact, a passing grade is no assurance that a student has mastered the material: It more likely reflects the teacher's assessment of learning.]

Instead, we propose the use of "competencies." A competency is here defined as a demonstrated learning outcome, an observable skill applied to an identifiable body of content. Students can "do" competencies, that is, they can show their mastery of material on a uniform test, through a portfolio, in a "best piece," or as a demonstration project.

The competencies we propose are both general and specific. General Competencies would measure a student's reading, writing, speaking and listening, mathematics, and critical thinking skills in all courses. Academic Competencies would assess skills in specific curriculum areas: science and technology, literature and language arts, social studies and history, the arts, life skills and career preparation.

More important than their use as an assessment tool for individual student performance, clearly written and well-thought-out competencies describe a school's expectations for curriculum and instruction. At the same time, they provide a unique evaluation instrument for staff performance.

Competencies go hand in glove with other changes we have proposed. If, for example, the curricular emphasis is on ensuring that students understand the "deep structure" of an idea---the why and how behind a fact---then the assessment tool must measure that learning. Neither the accumulation of points nor a MAT score reflect how well a student can think and reason.

How do we define competencies and develop accurate assessment tools? Few systems have attempted both. We propose to break new ground in this area, calling on the talent in our schools and community to develop a new model.

It is likely that such a model would profoundly impact learning and teaching at every level and in every school. It has the potential to change significantly the way we do business: programs of study, curriculum, instructional strategies, staffing, and professional development, at the very least.

□ *Change in school and staff accountability*

Every few years like clockwork, schools are asked to implement the latest "improvement plan," prompting a flurry of activity but little long-term change. What is needed is an incentive for schools to improve, and a sanction for those that fail to do so. At the same time, parents and students must have some assurance that individual teachers and administrators are held to high standards of excellence.

We propose that all schools be required to develop and implement a restructuring and improvement plan and that those that fail to improve in a specified time will be subject to staff and other changes as directed by the zone superintendent. We expect that schools will develop a restructuring and improvement plan by June 1991 and be evaluated for progress on that plan by June 1992.

How would improvement be measured? In the short run, we must establish a baseline of data on which we can measure later progress. This "Performance Index," as yet undefined, might include data such as each school's dropout rate, student attendance, suspension rate, etc. By June 1992, schools would be evaluated on these initial criteria. [Performance, however, would *not* be measured by individual school or individual student performance on the Metropolitan Achievement Test; that standard would be used solely to compare the school system's performance to others nationwide.]

Establishing a Performance Index with such data is only a first step. We propose that, after competencies and assessments are developed, additional measures be added to the index that correlate to both. Over the next five years, a committee of teachers, administrators, and others would research, develop, and pilot competencies and student assessment models. Once approved and in place, they would be an additional measure of both student *and school* performance. We would be able, for example, to calculate the percentage of students in each school who mastered competencies (and what percentage of the competencies they mastered). Those results would give a more accurate snapshot of school performance than conventional measures.

Individual staff accountability is another issue. Current employee contracts do not necessarily work in the best interests of students and parents, and in all circumstances. We recommend for future negotiations language that would streamline evaluations to facilitate the dismissal of incompetent administrators and teachers.

A related problem is that of seniority-based layoffs and excessing. Given the fiscal constraints we face, layoffs are inevitable in the coming years, and it is critical that we minimize the impact. The current employee contracts require that all layoffs be based strictly on seniority with no consideration to evaluation. We recommend that in future negotiations language be included to use performance evaluation as a criterion in determining staff layoffs and excessing. A staff member's performance should determine who holds a position, not seniority.

A number of the recommendation put forth in the High School Restructuring And Improvement Plan will require negotiations with appropriate collective bargaining groups. It is recommended that once the High School Restructuring And Improvement Plan is adopted, the school department take appropriate steps to ensure timely negotiations of these matters. For many of the recommendations, it is also understood that implementation is contingent on funding.

☐ ***Change in what we expect from students***

Education is a trade-off. Come to school, we say to students, and we will educate you.

We must expect more from students than attendance, however. We need students to come to school eager to learn, and respecting the rights of others to learn. We seek students who are willing to work hard and to be aggressive in pursuit of their learning. Most of our students meet these expectations now. Their learning is often jeopardized, however, by the small percentage of students---we estimate it at less than 1%---who do not. They are neglectful of their studies, abusive of others, and repeatedly disruptive.

We take very seriously our responsibility to educate these students, but with limited resources and dwindling social services, it is not always possible to do so in their best interest. For some students, an alternative program that can provide the support they need, even temporarily, may be the solution.

We recommend that a system of alternative programs be developed, funded in part from the budgets of schools whose students opt for the programs. Such a system would include a variety of programs to meet the needs of others, as well: parenting students, overage students who need accelerated academics, students who work, and others.

□ *Change in support*

The schools cannot do it all alone. With increasingly tight budgets, few school systems can afford the specialized expertise they need for planning, curriculum support, social services, professional development, and management training.

Boston can yield a wealth of talent in these (and other areas). Few cities can match the resources of this city's universities, businesses, libraries, labor unions, arts groups, nonprofits, and high technology corporations, in addition to the wealth of local and international agencies. Many of these resources remain untapped, and would help if asked.

We are calling for an expanded definition of a partnership. We must also be able to predict future trends. To do that we have to involve professionals in those fields with our schools, as advisers and planners and technical resources and more. We need them to provide career-related experiences for our students and staff, both inside and outside the school setting. We must allow them to extend their support beyond what many have already given. We must also expand the base from which we draw partners to include many more fields, and schools must have as many partners as will enhance their success with students.

SPECIFIC RECOMMENDATIONS

RESTRUCTURING & IMPROVEMENT

RECOMMENDATIONS:

- Require that administrators, teachers, and parents of each high school develop a restructuring and improvement plan by June 1991 that identifies school problems such as improving student achievement and reducing the dropout rate. The restructuring and improvement plan should be part of the school's Annual Education Plan as required by the Boston Teacher's Union (BTU) and Boston Association of School Administrators and Supervisors (BASAS) collective bargaining agreements.
- Require that, unless otherwise specified, all processes for restructuring, improvement, self-assessment, planning, implementation, and evaluation be the responsibility of the High School Zone Superintendent with the advice of the High School Zone Planning & Improvement Council.
- Ensure that all processes for restructuring, improvement, self-assessment, planning, implementation, and evaluation include parents, teachers, students, and members of the school community at large.
- Provide high schools the independence, authority, and support to achieve the goals and objectives outlined in their plan.

Restructuring is inherently dangerous. It challenges the established order. It calls for assessment and debate that may be difficult and uncomfortable. It also requires an extraordinary commitment from staff. No effort, no matter how visionary, can succeed if it is mandated from above.

A school-based approach to improvement, however, does not imply that our high schools can simply continue in their old ways. The goals are clear. Each school must address them. The headmasters will be held accountable for the improvement of their schools: The method is left to them, their teachers and parents.

We recommend that each school conduct intensive assessment, research, and planning this spring. No issue would be exempt from review: school organization, philosophy, curriculum, instructional methods, funding, community resources, staffing patterns and responsibilities, student behavior and discipline,

extra-curricular activities, and school culture.

From that self-assessment would come the foundation for a school improvement plan, with specific goals and objectives. Once the plan is reviewed and approved by the zone superintendent, the school would be held accountable for implementing the plan, with the first evaluation done in June 1992. The zone office would provide an equitable allocation of resources, technical support, proposal writing assistance, and professional development as requested by the school.

It is important that the zone office also review school restructuring and improvement plans in light of the recommendations that will be made later this month by the Superintendent's Panel on Tracking and Retention, chaired by Dr. William Dandridge, Dean of the Graduate School of Education at the University of Massachusetts/Boston. Dr. Dandridge's committee has been meeting for four months, and we anticipate that any policy changes by the School Committee in this area may impact high school restructuring and planning.

SCHOOL PERFORMANCE

RECOMMENDATIONS:

- Require schools to write performance objectives by June 1991 that correlate to their school's restructuring and improvement plan.
- Establish a committee of administrators, teachers, and parents to write school performance objectives by June 1991 that would be common for all high schools.
- Based on the common performance objectives, establish a School Performance Index against which individual school effectiveness would be measured.
- Evaluate each high school by June 1992 on its success in reaching both its own performance objectives and the common school performance objectives determined by the committee.
- Develop, after student competencies are defined and assessment tools designed, additional common performance objectives that correlate to them.
- Require each school and the zone office to outline its objectives and report its progress to the school community, particularly parents, at least once each year.

Both the **teachers'** and **administrators'** unions recognize the importance of school performance objectives, and the current contracts for both groups include detailed descriptions of school performance and assessment.

School performance objectives are the measurable outcomes of improvement efforts, and may include criteria such as reducing student suspension, dropout, and grade retention rates; improving student attendance, promotion, and graduation rates; and improving the job and college placement of graduates.

Generally, school performance objectives are easy to assess, once the issues of data integrity and reliability are resolved. They are a consistent and useful measure of progress, are necessary for self-assessment and planning, and are easy-to-understand indicators of a school's effectiveness for parents and students.

We propose that schools be evaluated on two sets of objectives: objectives common to all high schools and their individual school objectives set by staff and parents. The "common list" of performance objectives would provide a master set of the performance objectives for our high schools. Every school, on its own and after discussion with the zone superintendent, would be required to add other performance objectives---other unique priorities specific to the school---to the common list and would be evaluated, in part, on their efforts to meet those objectives.

In preparation for the first school performance review in June 1992, a committee of headmasters, teachers, and others would identify both common school performance objectives and a measurement instrument, a "School Performance Index." This index would define on what criteria all schools would be evaluated and define satisfactory performance. For the short term, those criteria would likely be traditional measures: student achievement, suspension and dropout rates, etc.

Once approved by the high school zone superintendent, recommendations for both common school performance objectives and the School Performance Index would be forwarded to the superintendent for final approval.

We recognize that such measures, however, may not accurately reflect a school's effectiveness. After student competencies are defined and in place, we propose that schools also be evaluated on correlated measures: the percentage of students who demonstrate mastery of competencies, for example. These and other long-term evaluation instruments must be developed, piloted, and implemented in a gradual, five-to-ten-year process. [See Student Assessment section.]

The ability to accurately measure school performance has benefits to the whole school community. Parents and students would get an objective and useful snapshot of what their school is doing. Effective schools would have confirmation that they *are* succeeding (as would the press). Administrators would have a reliable base of information on which to make decisions about planning, budget, school closings, etc.

There has already been considerable work done on this (and related assessment issues) by the Measurement Committee of the Boston Compact. We recommend that the School Performance Objectives Committee draw on their expertise and support in developing policy.

STAFF PERFORMANCE

RECOMMENDATIONS:

- Include for future contract negotiations more flexibility in staff hiring, teacher assignment, and professional development.
- Include for future contract negotiations streamlined staff evaluation procedures and expeditious removal of unsatisfactory staff.
- Include for future contract negotiations provisions a staff person's performance evaluation as a criterion for layoffs and excessing.

We must all---headmasters, teachers, and other staff---be held directly accountable for results. If we are to be successful, we can no longer tolerate ineffective or incompetent staff, passing them from school to school or position to position in lieu of dismissal.

We need to **take** a bold step to ensure accountability. We need first to provide our staff with a **strong** system of support. We need planning time, during the school day and after, to address problems. We also need flexibility in providing professional development. Many teachers, for example, would benefit from short-term exchanges with other high schools, to share expertise and study other teaching methods. Staff exchanges with suburban school systems would also be helpful.

We also recommend that current staff evaluation processes (different for each employee union) be revised. We need evaluations that reflect the major changes we

are proposing. More importantly, we need processes that, while protecting due process rights, will result in the prompt termination of incompetent staff.

Once such a process is in place, we recommend that staff layoffs (and excessing) be based in part on employee evaluation. Seniority should come into play only when two people have identical evaluations.

CURRICULUM & COMPETENCIES

RECOMMENDATIONS:

- Establish a committee of headmasters, teachers, and others to define competencies by June 1992.
- Require all high school students to demonstrate mastery of **General Competencies** before graduation. General Competencies are minimum, common, and fundamental, and without mastery of them, progress in the more specialized content areas is impossible.
- Require all high school students also to demonstrate mastery of **Academic Competencies** before graduation. Academic competencies assess a student's ability to apply their skills to each of a variety of content areas, regardless of what particular courses they might choose to take.

[Note: An example of a competency might be the ability to identify, retain, analyze, evaluate, synthesize, and apply information in the process of completing tasks and projects that are both content-centered and interdisciplinary. Mastery of that competency in Social Studies/History, for example, might require that the student be able to:

- identify the foundations of our political, social, and economic institutions
- explain the contributions of all peoples to the development of our political, social, and economic institutions
- define historical, political, social and economic issues and problems
- employ a range of resources (quantitative and non-quantitative) in seeking solutions to historical, economic, social, and political issues and problems
- collect and critically analyze information about important issues and problems
- communicate their positions on critical issues and problems, articulately and with precision, orally and in writing

- explain political, cultural and ethnic perspectives and their impact on the interpretation and presentation of events over time
- identify the contributions of our ancestors to our present condition and our responsibilities to future generations.

[A draft list of possible General and Academic Competencies is described in the Appendix. An example of a demonstration project is described in the section on Student Assessment.]

- Make available to all high school students, on or off site, the opportunity to study:
 - four years of a foreign language
 - mathematics through trigonometry
 - biology, chemistry and physics
 - American literature (including African-American, Hispanic-American, Native American and Asian-American literature)
 - one of the arts (visual arts, music, dance, theatre)
 - history/social studies.
- Promote two-language proficiency for all high school graduates by the year 2000, with the initial emphasis on providing second-language instruction in elementary and middle school.

For reform to affect student achievement, we must also grapple with the two most important components of schooling: curriculum and instruction. We propose to define what students should be taught---curriculum---and what they should master before graduation---competencies. These two are inextricably linked, and to be effective they must be designed and developed simultaneously.

Competencies are neither facts nor multiplication tables nor battle dates. They are more difficult to teach: abstract concepts, problem-solving skills, the ability to reason. They are also more difficult to measure.

We need to define the competencies we expect of our graduates, in clear, unequivocal terms. Once the competencies are defined, the curriculum can be tailored to them. If, for example, we ask that students "analyze, interpret, and evaluate works of literature, orally and in writing," then it is *our* responsibility to make sure they read literature, review essays and critiques, and debate content in their classes. We must move beyond worksheets and textbooks.

At the same time, once the competencies are defined and the curriculum designed, we need to describe how competencies will be demonstrated. They must be broad enough to allow students flexibility, yet specific enough to prove mastery.

Equally important is our commitment to provide a broad curriculum and to encourage all students to develop their academic skills to the greatest extent possible. We must provide consistent course offerings across all schools and ensure that every student has every opportunity to take the most challenging courses. Given the ever-expanding breadth of content in each of the subject areas, different teachers or schools could conceivably teach different, high-quality courses. The result could be academic chaos for the student (or teacher) who transfers from one school to another.

We need to build in safeguards to ensure that students are taught and assessed with some consistency. We need to define competencies and design assessments for all major courses. We also need to identify *focus areas* that would be covered in each major course---points of intersection of content---no matter where it is taught in the city.

These focus areas would be limited in number, allowing teachers to be as creative as possible, while emphasizing continuity across classrooms and schools. The questions or projects, in and of themselves, would serve as a guide for the exploration of a particular body of content, without diminishing a student's need or desire to explore. Teachers would be able to "teach to the test" without diluting the power of the assessment or their instruction. Such consistency would also ensure that a student's education is not jeopardized by moving from one school to another.

Proposing competency-based measures for student achievement, however, gives rise to a number of not insubstantial questions:

- Q. Should competencies be a graduation requirement? or merely requirements to pass a course?
- Q. What if a student cannot meet the competency requirements?
- Q. Must a student demonstrate mastery in all levels of the competency or is there a "threshold" at which mastery is proven?
- Q. How do we avoid merely replacing "grades" with "competencies"?
- Q. How will competencies correlate to existing curriculum objectives?
- Q. How will competencies be measured? What checks and balances can we build in to so subjective a process as competency assessment?

These issues and others must be addressed by those defining competencies:

committees of teachers, department heads, directors of instruction, principals, headmasters, and curriculum specialists. There is already much work done in this area, including that of the National Assessment of Educational Progress (NAEP). We need to investigate the work they and others have done, and draw on the expertise of curriculum specialists and consultants if necessary.

In addition, we recognize that two-language proficiency is a valued competency for *all* students. Given a world that increasingly calls for skills in multiple languages, we must make a commitment to the development of these skills in our graduates.

STUDENT ASSESSMENT

RECOMMENDATIONS:

- Develop student assessment measures that correlate to competencies and that call upon students to apply their full range of reading, writing, research, quantitative, and critical thinking skills.
- Require that, beginning in SY91-92, seniors complete a Senior Project which includes a Senior Thesis. This will be a pilot project to assess student preparation and will not be a graduation requirement.
- Require that, beginning in SY92-93, seniors complete a Senior Project which includes a Senior Thesis as a graduation requirement.
- Abolish the use of the 8.5 grade equivalent of the Metropolitan Achievement Test as a graduation requirement, effective June 1993.

Schools in the United States have traditionally left student assessment in the hands of teachers, with few externally administered, objective measures applied.

Students **earn "grades"** for "courses" completed. In Boston, these grades translate into "points" needed to graduate.

Given such a system, the measurement and crediting of student competence is a subjective exercise. Two students doing **the same work** for different teachers may get very different grades; likewise, two **students** doing different work (or levels of work) may get the same grades from different teachers. Complicating the problem is the reality that different teachers may **cover different material** and emphasize different content in the same course. The **net result** is that grades tell us very little

about what a student knows or is able to do, and to what extent, at the end of a course.

In contrast, the British (or Commonwealth) system relies heavily on externally administered assessments that measure competence in a less subjective fashion. For better or worse, these assessments take little account of individual differences and have a dramatic effect on what teachers teach and what students learn.

We need to explore the strengths and weaknesses of both systems and develop one that builds on the strengths of both. On the one hand, we want to take advantage of the assessments that only individual teachers can make, given their close, personal work with students. On the other hand, we need to supplement these with objective assessments that cut across teachers and schools.

Though much research has been done on this type of assessment (both locally and nationally), it remains an uncharted area. We propose that a small committee of teachers, administrators, and others, working with the high school zone superintendent, begin immediately to research alternative assessment models and to propose a model by June 1992. We recommend that the model, if approved, be piloted (on a non-binding basis) in a small number of high schools for at least two years before being implemented systemwide.

Before we begin, however, we must set some conditions that such assessments must meet. They must:

- be directly aligned with approved competencies
- be developed with significant input from teachers
- measure the mastery of simple and complex thinking skills
- be demonstrated through a range of techniques that includes writing, speaking, graphics, and artistic presentations
- be externally administered and corrected
- withstand reasonable tests of validity
- and most importantly, genuinely improve on present assessment devices and reliably measure student achievement.

Developing competencies and assessments is not an overnight venture or fad. We must be committed to the task and willing to invest at least a decade's work to bring it to fruition. As a first step, we recommend that, beginning in June 1992, students be required to prepare a Senior Project and Senior Thesis. This pilot project would call on students to apply their full range of skills to a particular topic, and would ask them to demonstrate their knowledge and competence in a variety of ways: a

position paper; a visual, artistic, or oral presentation; charts and graphs; or other "exhibitions."

We cannot expect that students take on this complex task with no support. We propose that each student be paired with a mentor---a volunteer from the staff, business partner, community, or local colleges---for personal help with the project. It is also likely that a significant amount of instructional time in the latter part of the senior year would be devoted to helping students with their projects.

What could such a project encompass? An example could be a study of the life of African Americans in the 1920's. One student's exhibition might include a research paper, "Then and Now: How was life better or worse for blacks in Boston?"; a critique of selected poems by Langston Hughes; a comparison of the views of W.E.B. DuBois and Booker T. Washington; and a graphic depiction of income and employment levels for the 1920's and the 1990's. The possibilities are intriguing, for both students and teachers.

It is important that students begin such a project with a clear understanding of what is expected of them. As competencies are debated and defined, these expectations will be defined. In the interim, we propose that the zone superintendent in collaboration with school staff, prepare guidelines for students by June 1991 on the requirements, timelines, credit, and support for both projects and theses. If the pilot project is successful, the Senior Project and Senior Thesis would become graduation requirements beginning with the class that graduates in June 1993.

We also recommend that the current graduation requirement of a minimum score on the Metropolitan Achievement Test be rescinded. Used to compare the overall performance of one school system to another (or to national performance), it is an effective tool. It is a misuse of the test, however, to use it to evaluate individual schools and students, a belief shared by the College Entrance Examination Board. We believe that the assessments and graduation requirements we have outlined are not only more accurate, useful, and fair, they are also more rigorous.

ALTERNATIVE PROGRAMS

(These recommendations were accepted in concept by the School Committee and referred to the High School Student Assignment Subcommittee for further review and recommendations no later than April 1, 1991.)

RECOMMENDATIONS:

- Develop a system of alternative programs, both school- and community-based, for students who need flexible schedules, alternative strategies, or particular skills not available in high schools.
- Tailor alternative programs and curriculum to meet the needs of a variety of students. Examples: evening school/Saturday school for students who must work; courses at day-care centers for parenting teens; a program for new immigrants who are illiterate in their native language; accelerated programs so that older students can get a high school diploma; programs for students who need an alternative setting, a "fresh start."
- Coordinate alternative program curriculum, competencies, and other requirements so that students can easily move from high school to an alternative program, and back, as their needs change. Ensure that the curriculum will prepare students to find employment, pursue further education, or qualify for technical school and the trades.
- Partially fund alternative programs, on a per capita basis, from the non-entitlement budgets of the student's assigned school.
- Establish a summer program for students identified as at-risk of dropping out.
- Develop a comprehensive program for dropout reduction, including better monitoring and data management. Follow up on students who drop out, both for counseling and record keeping. Adjust the dropout rate for students who withdraw from the school system and complete other diploma- or GED-granting programs.
- Establish a short-term, transitional program for middle school graduates who need substantial academic support before taking high school courses. This includes students who graduate from middle school with such a poor academic record that they are unlikely to succeed in high school.

- Review the RECAP program in light of these changes. Make more effective use of summer school and night school and develop flexible admissions policies for both.

For many students, the day high school, no matter how carefully structured, is not an option. They need still smaller settings, with a particular curriculum that meets their specific needs.

Just as there is no one high school that can serve every student, there is no one alternative program. The solution is a system of alternative programs, each different yet coordinated, to provide a "safety net" for non-traditional students who are at risk of dropping out or who need special help to succeed.

Many of Boston's high school students, for example, are older than their peers, and an eighteen year old in grade 9 is not uncommon. A recent analysis by the high school zone office indicates that these students are likely---in fact, are almost certain---to quit school: More than 90% of the students who dropped out were one year or more over age for their grade level. [That analysis identified a second critical factor: Most students make the decision to drop out in the summer.]

The eighteen year old in grade 9 has few options: He or she must attend full-time day high school for at least four years and pass courses to accumulate enough "points" to graduate, at the age of twenty two. Summer school is limited to students who have failed one or two courses; other programs are for students who have already dropped out.

In addition, older students enter high school with a wide range of skills. Some may be barely literate and need intensive help just to bring those skills to grade 9 level. Others may have advanced skills but lack points to graduate. They need to be able to demonstrate their competency and accelerate their schooling to graduate.

A system of alternative programs, rather than one school, could meet the needs of these students. Such a network, being static, would also be able to adapt to the changing student population. [An urban school system, for example, soon experiences the very real effects of political unrest around the globe.]

To propose alternative programs is easier than funding them. It is clear that the system cannot afford to "add on" any programs. We propose a unique solution: that schools whose students chose an alternative program contribute to the program's funding.

We also recommend changes in how school allocations are determined. Currently, schools are given a lump-sum allocation, based primarily on student enrollment. Instead, the high school zone superintendent has proposed a different approach with two equitable allocations: a basic "entitlement" budget to cover all costs of educating their students and a "special programs" budget to spend as they choose.

Alternative programs would be funded from these special programs budgets, on a per capita basis. If, for example, four students from one high school choose an alternative program outside their school, the zone superintendent would transfer \$20,000 (\$5,000 X 4 students) from that school's budget to that of the alternative program.

This funding proposal has many benefits, particularly to serve as a disincentive for schools to "encourage" troublesome students to choose an alternative program. It also ensures alternative programs a secure source of funds and much-needed stability.

BILINGUAL EDUCATION

RECOMMENDATIONS:

- Update the Lau Plan so that it is consistent with current research on bilingual education and with the new student assignment plan, school-based management, and other decentralization initiatives of the last few years.
- Implement the Lau Plan so that Limited English Proficient/Linguistic Minority (LEP/LM) students can achieve full mastery of all subject matter as well as mastery of English as a second language in a three-year period. [This recognizes that students enter with different aptitude and preparation; for some, mastery of a second language may require more or less time.]
- Identify, school by school, successful strategies and models for bilingual education. Work with parents, school administrators, and others to replicate these models or develop alternatives in schools that are less successful.
- Provide TBE and ESL programs in all schools that have LEP/LM students, including the exam schools and Snowden International School.
- Implement the Lau plan to fully integrate LEP/LM students into clusters that

also include regular education students and special needs students (as described in the Five Stages model). Organize and staff clusters to encourage innovative teaching strategies: interdisciplinary curriculum, cooperative learning, parallel scheduling, and other approaches known to work well for LEP/LM students.

- Organize the school and the clusters to guarantee LEP/LM students a full menu of challenging courses in their native language so that they are eligible for, and well-prepared to apply to, any institution of higher education. Incorporate a school's magnet theme into all native-language content areas.
- Revise and standardize bilingual and mainstream curriculum requirements and offerings. Following that, hold all students to the same General and Academic Competencies and graduation requirements, providing that bilingual program students are tested in their native language when their teachers agree that their proficiency is at a higher level in their native language and when that assessment is corroborated by qualified bilingual staff.
- Require that LEP/LM students demonstrate appropriate English-as-a-Second-Language proficiency, linked to the amount of time they have spent in the school system.
- Explore and develop new models for serving LEP/LM students who are illiterate or semi-literate in their native language, as well as for students who are over age for their grade.
- Recognize the contributions of all cultures---particularly those not traditionally represented such as Latin American, African, and Asian cultures---and ensure that that rich and diverse heritage is integrated into all aspects of the curriculum: language arts, social studies, science, and math.

Diversity is indeed a strength and a potential for innovation. More than one third of the students in the Boston Public Schools bring to the classroom fluency in another language---the language spoken at home---and limited proficiency in English. [It is estimated that there are twenty languages spoken and virtually every country represented in our schools, a diversity that few systems can match.]

The bilingual student entering high school, for example, might:

- be a recent arrival, with little or no knowledge of English
- have fled another country because of war or political unrest
- be in this country alone, with no family support

- have had interrupted schooling, or none at all
- have attended a school for which no record exists, making placement by age and grade difficult
- be unfamiliar with social, academic, and other expectations of the new culture
- have urgent need of social services---housing, employment, medical care
- need to work to support his or her family.

Every one of those students also brings a unique personal history, school experience, and roster of academic skills that demand careful, individual assessment and specialized instruction. Meeting the needs of such a diverse population presents a formidable challenge to our public schools, and can only be successful through the coordinated efforts of all those involved in their education.

The promise of bilingual education in Boston is that students will be taught in the language they understand so that they may continue learning while becoming proficient in English. Equally important, bilingual education promises to help students understand life in their new country and ease the transition into a different environment.

Bilingual education in Boston is guided by an agreement known as the Lau Voluntary Compliance Plan, with its foundation in state law Chapter 71A. The Lau Plan defines the process, policy, and procedures that comprise bilingual education in Boston. Programs ease students from native-language instruction to instruction in English as their proficiency in the second language improves.

Most bilingual students choose Transitional Bilingual Education (TBE) programs, offered in one of nine languages. TBE students are taught in their native language and in English until they are proficient enough in English to take classes taught in English. Students whose native language is not one of these nine are taught in ESL immersion clusters: Specially trained teachers work almost exclusively at developing English language skills so that students can be mainstreamed into classes taught in English. In both approaches, student progress is carefully monitored and regulated in accordance with the Lau Plan.

While the intent of the Lau Plan was to guarantee equal educational opportunities to LEP/LM students, frequently the effect has been the opposite. In some schools, for example, bilingual programs operate in isolation, physically and socially, with little interchange between bilingual and other staff for planning, scheduling, etc. Also at issue is how long a student should stay in a bilingual program. Learning a

second language is a gradual process that requires extreme care. At the same time, by grade 9, little time remains for formal public schooling. In the short span of four years, our high schools must ensure that bilingual students acquire English-language skills and simultaneously cover course content that will prepare them for higher education and work after graduation. To do that, we must see that students are mainstreamed as quickly, appropriately, and fully as possible.

With the proposed restructuring of Boston's high schools, we have a unique opportunity to develop models that fully integrate bilingual students in every school; offer them a variety of courses and teaching strategies; make them part of a supportive, multilingual community of students and staff; accelerate their English-acquisition skills; and value their skills and experiences.

In the cluster model, for example, there would be a blurring of the distinctions between "bilingual" and the "non-bilingual" programs. While maintaining full access to specialized instruction under the Lau Plan, students would also have more opportunity to move between programs, to participate in projects, to demonstrate their skills in a range of areas. A good cluster is good for *all* students, and this model (and others) have the potential to end the isolation students feel, to make them full members of the school community.

There is another major issue to address: Bilingual students must have equal access to all high schools, including the three exam schools. We must develop a native-language equivalent of the SSAT and make it available to linguistic minority students. We must also take advantage of the talents of our bilingual staff in each school. They must be free to teach in the regular education program whenever possible, and bilingual and regular education teachers must work together on planning, curriculum, instruction, discipline, and other issues.

Increasingly, we are also being faced with an influx of limited English proficient students who have never gone to school and/or who are illiterate in their native language. These students need intensive language instruction so that they can develop sufficient language skills to work and/or go to school.

Given the short period of time high schools typically have with these students, it's unrealistic to expect that all will become literate, acquire English-speaking skills, complete high school courses, and graduate in only four years. We need to develop alternative programs for these students, with specialized methodologies and materials. We need to explore what other systems are doing and design a model for Boston, with the full input of the bilingual community here.

CAREER AND COMMUNITY SERVICE EDUCATION

RECOMMENDATIONS:

- **Require at least sixty hours of community service as a graduation requirement: thirty hours total in grades 9-11 and thirty hours in grade 12. This requirement would be phased in, with the graduating class of 1995 the first class held to the full requirement.**
- **Provide career education and community service opportunities to all students.**
- **Pair each high school with a minimum of three major organizations to implement career and community service experiences.**

Many young people do not have a strong sense of who they are and how they "fit" in a community. It is part of our mission to show them how important they really are, and how much they have to contribute to the lives of others.

We must give them real knowledge and understanding about the world of work. We must expose them to the range of jobs and careers that are available and to the academic and training requirements. We must provide role models who can broaden their horizons and make careers come alive to them. We must show them different work settings and the people who work there. We also need to offer our students a community service opportunities so they can give of themselves, in some tangible way, to others who are in need of their talents and attention.

This is not a simple task. The world of work is changing too often and too much for an already-pressed school staff to keep up. We need support, to approach career and service education as a joint venture between the Boston Public Schools and the city's private and public sector institutions. With their expertise, we can make career/community service education a state-of-the-art and hands-on effort, with classroom experiences playing an important role in preparing, processing, and evaluating learning experiences conducted "in the field."

Each school must have career/community service activities (on or off site) that complement the school's academic programs and that include shadowing experiences, mentoring relationships, on-site seminars, site explorations with explicit goals, tasks and preparation follow-up activities, internships, and apprenticeships.

To be most useful to students, we need to seek expanded partnerships with a variety of organizations: Each of the city's high schools must be paired with a minimum of three businesses, corporations, medical and service institutions, government institutions and agencies, professional firms and organizations, engineering, and construction firms, cultural institutions, and/or communications agencies. These institutions must be committed to working hand in hand with the schools to design and implement career/community service education experiences.

For this effort, we must work closely with the Private Industry Council to identify partners and to develop active, productive partnerships. We all share in the responsibility for preparing our students for enduring careers and the responsibilities of citizenship. The private and public sector institutions have historically accepted a major piece of this responsibility—both as partners with the Boston Public Schools and as significant contributors to the tax base that supports our schools—and we look forward to continuing that excellent relationship.

However, we need to ask these same institutions to join with us in redefining and expanding their responsibilities. Effective career and service education cannot take place within the confines of the school classroom. We do not have the models or access available to schools of greater means. We must expand our students' repertoire of experiences, broaden their horizons, enrich their definition of the possible, and strengthen their preparation for life after high school. This is accomplished through opportunities available only through hands-on, real-life experiences, played out in functioning, enduring private and public sector institutions.

EXAMINATION SCHOOLS

RECOMMENDATIONS:

- **Establish a 7-12 grade structure for all three exam schools. Determine a consistent marking period structure for all high schools.**
- **Develop a native-language admission test for students with limited English proficiency.**
- **Develop alternative exam school admission tests for students with disabilities (e.g. severe dyslexia) when assessment by traditional means is not possible.**

- Establish additional student support in the three exam schools for all newly entering students.
- Expand programs to serve linguistic minority students, learning disabled, and handicapped students in the three exam schools.
- Within racial guidelines, admit to the three exam schools a small number of qualified students who are new to the city of Boston.
- Allow transfers for students between exam schools, within strict guidelines.
- Rename Boston Technical High School to more accurately reflect the school's expanded science and math theme.

Boston's three "exam" schools---Boston Latin Academy, Boston Latin School, and Boston Technical High School---are acknowledged both regionally and nationally as effective and successful. Further, they compare favorably to the country's finest college preparatory schools, both public and private. We must acknowledge that excellence and expand access to that excellence to all students.

The exam schools evolved as alternative programs for students seeking expanded and highly rigorous educational options, much as specialized bilingual, special education, and Chapter I programs evolved. The intent was to tailor the education they offered to these students' particular needs.

Every student who is invited to attend an exam school---based on the two criteria of standardized test scores and marks---has the ability to succeed in this rigorous environment. Nevertheless, students enter with different levels of confidence and some handle competition differently than others. Given these distinctions, we must ensure that all exam schools provide comprehensive support programs, especially during the first few years after a student's admission. Extra attention must be given to help students develop confidence in their academic ability and capacity to diligently complete large quantities of work. We must also assist them in the transition to an academic environment with more options, more responsibility, and more autonomy.

We recommend flexibility in the exam school admissions process to allow students with limited English proficiency and special needs to compete and attend. We also need flexibility to allow a small number of qualified students to enter at non-traditional entry grade levels. This recommendation recognizes that students

who are new to the system and who have pursued comparable studies elsewhere must have the opportunity to continue their studies. Exam school headmasters must develop alternative admission tests for these students.

Another issue that needs to be resolved is that of student transfers between exam schools and from an exam school to a non-exam high school. Currently no process exists to allow such transfers. We need to define one that is both equitable and feasible.

We recommend that students be allowed to transfer from one exam school to another provided that:

- parents initiate the transfer request
- students meet the eligibility requirements of the receiving school
- a seat is available
- headmasters of both schools review the request
- the final decision is approved by the Department of Implementation and the Zone Superintendent.

We also recommend that students who wish to transfer from an exam school to a non-exam high school be allowed to choose any high school.

One related and unresolved issue is that of tracking. The superintendent's Panel on Tracking and Retention has been studying the issue for several months, and is expected to make recommendations shortly. While tracking and retention policies must be addressed systemwide, they have implications for the exam schools. We look forward to the panel's recommendations.

MAGNET PROGRAMS

RECOMMENDATIONS:

- Consider magnet themes as a curricular emphasis, not a program, and make magnet courses available to all students in the school.
- Allow the headmaster, faculty, parents, and school partners to improve and change its magnet theme.
- Open magnet theme courses to students in grades 9-12.
- If a school so decides, allow it to offer more than one magnet theme.

Few school systems can match the diversity and breadth of the magnet themes that Boston's high schools offer. They offer a unique opportunity to tailor valuable, career-focused programs for our students. They also provide a framework in which parents and students can make decisions about school choice.

In conjunction with the call for increased school authority we make in this restructuring and improvement plan, it is critical that each school be given more flexibility in developing, modifying, and carrying out its magnet theme. It is also critical that schools be free to modify the theme as needs arise: No school program should be cast in stone. We also recommend that each school's theme be reconsidered in light of the restructuring model that they develop. If we are to encourage an interdisciplinary approach to instruction, for example, we must be free to incorporate *all* instruction.

SPECIAL NEEDS EDUCATION

RECOMMENDATIONS:

- Ensure that students with disabilities are integrated to the maximum extent possible.
- Provide regular education and special education staff more training in state-of-the-art instruction techniques and support strategies and increase "teaming" of special education and regular education staff.
- Provide more regular education supports at elementary and middle school levels to reduce the number of students pulled out for special education.
- Investigate ways to ensure Individualized Education Plans (IEP's) written at the middle school level address the high school model.
- Convene a task force to develop recommended graduation guidelines to be used when writing IEP's for special education students. The guidelines should specify alternative assessments to allow special needs students to demonstrate achievement.
- Establish strategies that ensure a smooth transition from high school to college for identified special needs students.

- Increase collaboration with parents through in-service training to support an inclusive high school model.
- Extend partnerships with the community, businesses, and universities to increase community-based integration opportunities. Establish linkages with social service agencies to ensure an effective transition of students from high school to the community.

It is our responsibility to see that students with disabilities be given all the skills to make appropriate decisions and lead independent, productive lives. To accomplish this, we must begin now in their high school experience to allow them to practice those skills. We must develop school environments that are inclusive of students with special needs and integrate all students to the fullest extent possible. Higher education and/or a job placement upon graduation is the right of all students.

The percentage of students in the school system classified as substantially separate (.4) has increased during the past five years. The increase in this population calls for smaller student-to-teacher ratios and drains already scarce resources from essential programs. Many of these students can succeed in regular classrooms and all high schools can develop the practices that promote the integration of special needs students in regular education classes. We need to develop guidelines for students to both enter *and exit* special education.

High school does not exist in a vacuum. Too many students are served by special education, a problem with roots in the pre-high school years. We need to provide instructional and counseling support to regular education teachers in the those years so that fewer students would be referred and maintained in special education. We need to address class size so that each student can be provided with the appropriate interventions.

We need to focus regular education and special education in-service training for all levels on learning techniques and strategies such as cooperative learning , peer tutoring, buddy systems, behavioral management, problem-solving techniques, and higher order thinking skills that relate to an intensive education model. Regular education teachers must learn the strategies they can employ to assist students with disabilities.

We need continuity in the focus on an inclusive model---in fact, we have an excellent model in Boston, the O'Hearn Elementary School---at all levels. We must train staff in disability awareness and develop a disability awareness curriculum for all

students at all levels. It is important that different developmental needs of students are addressed and that each student is equipped to enter high school. To establish an effective program, we need to do extensive planning with both regular education and special education faculty and parents.

We must reduce pull-out models for special education at the high school level. We emphasize team work among staff members and develop alternative assessment techniques to allow special education students to demonstrate their competencies. In addition, to ensure maximum integration of students with special needs, we must:

- assess all special needs students prior to the completion of grade 9 for their ability to be mainstreamed and/or integrated into regular education classes and programs. This assessment must be done by both regular education and special education staff.
- require that all students demonstrate competencies (written into their IEP's) that include skills in self-advocacy, communication, socialization, and independent travel, in addition to their academic subject area goals.
- require that students with learning disabilities demonstrate additional competencies in organizational and study skills, self-awareness, and compensation skills.
- require that students with cognitive and developmental delay demonstrate additional competencies in assertiveness, oral speaking and interpersonal skills.
- require that students with behavioral and emotional handicaps demonstrate additional competencies in self-discipline, conflict resolution, and personal behavior management.
- require that students with mobility impairments demonstrate additional skills in assertiveness, independent travel, and community accessibility.

One of the current impediments in providing inclusive programming for special needs students is the IEP: It is written in middle school and extends to high school. Because of that process, the IEP often does not address the flexible service delivery system, that is, scheduling and course offerings in high school. The need for a modification of the IEP, which is a Chapter 766 requirement needing parental consent, is a regulatory process that can delay appropriate programs for students.

Because of the diverse offerings in high school and the student assignment choice plan, it is impossible for middle school staff to know where a student might attend. A committee of middle and high school staff needs to address this concern.

Graduation requirements for special needs students is another area of concern. The expectation is that all BPS students will achieve common standards to graduate. However, the graduation requirements for each special needs student must be addressed in each IEP by a team. The special education staff must develop guidelines to assist teams in this effort. We recommend that a committee comprising special education and regular education staff, headmasters, guidance counselors, and others develop a policy on competency-based diplomas for special needs students.

To ensure that all students with mild to moderate special needs have the opportunity and appropriate guidance to graduate and go on to higher education, we recommend that the Special Education High School staff work with individual high school sped offices to develop a training program for counselors and teachers on handicap awareness, integration, alternative models such as mentoring, and the latest state and federal regulations.

OCCUPATIONAL EDUCATION

(These recommendations were accepted in concept by the School Committee and referred to the superintendent for further review and recommendations.)

This section of the High School Restructuring and Improvement Plan contains recommendations for taking the Boston Public Schools occupational programs in new directions. Changes are contemplated in both regular and vocational programs. Some of the steps will require waivers from the state; others will require cooperation from a number of BPS partners in business and higher education. Students currently enrolled in vocational programs must have the opportunity of completing their planned course of study, and teachers and administrators must be involved in and prepared for the changes.

The recommendations that follow should be seen as a guide to the new Director, when he or she is appointed, and further study is needed before changes can be made. Once decisions are made in final form, implementation will be phased in, and the School Committee will receive continuous updates as implementation unfolds.

Goals for Change

Boston Public School graduates compete with graduates of suburban schools for places at work and college. The competition begins before graduation in the search for summer and after-school work and continues throughout their lifetimes.

The Boston Public Schools have the responsibility of preparing their students to compete successfully. The system must provide a sequence of study so that our graduates command the full array of options available to their peers in other communities in the Commonwealth. Education in occupational programs should not limit students' options as adults.

Positively stated:

- *The goal of the occupational education program of the Boston Public Schools is to so educate its students that all students earn a high school diploma and each graduate has his or her options open for the typical next steps and stages of life.*
- *Graduates should have the option of going to college and other post-secondary training institutions.*
- *Graduates should have the option of getting a good job, i.e. a job that will, within a reasonable time, provide enough for a home and family.*
- *Graduates should have the option of moving freely in society, pleased with and confident of their place.*
- *For Boston Public School graduates, education should not be a limiting factor.*

To achieve the goal of open options, the occupational education program must provide:

- access to standard knowledge reasonably expected of contemporary American high school graduates
- access to standard values and expectations of contemporary American workplaces and post-secondary training institutions.

The open options goal has great importance in designing occupational, technical, and vocational education programs. Years ago, the labor market for high school graduates was the adult labor market, but this is no longer true. Aside from very rare exceptions, the jobs available to eighteen year olds are low-skills, low-wage jobs. These jobs are not such as to form the basis of an educational program. Along with all other students, students in occupational and vocational programs must have the option of post-secondary training including four-year college.

Occupational education should not be a track with a lesser future than a college preparatory track, and should not be a track in the sense that there is no reasonable retreat from the choice of occupational programs. Occupational education must be fully integrated with academic education in order to keep students' options open.

Equality of access to opportunities takes on heightened meaning in a predominantly minority school system such as Boston's. Whereas the school system as a whole is

78% minority, the vocational program enrollment is 95% minority overall and 91% at Madison Park/Humphrey Center High School.

Given these statistics and the school system's longstanding commitment to desegregation, particular care must be taken to ensure that enrollment in vocational courses is not tantamount to a reduction in the options available to these students after graduation. Integrating academic and vocational programs is a desegregation issue. Included here is a recommendation to regionalize for purposes of diversity so that racial isolation of occupational education is confronted directly, but it is at least as important to ensure that academic and occupational programs are equal in terms of the future options for graduates.

Progressive Next Steps

The restructuring proposed here is not a change in direction for occupational education, nationally or in Boston. It is important to know that integration is the persistent trend in vocational education over the past fifteen years. The Humphrey Center's clustered curriculum was in the forefront of this movement when the center was created in the late 1970's, and the instructional teams which were introduced two years ago as part of the merger with Madison Park High School were a logical progression of the program to integrate "regular" and "vocational" education. The new federal law in the vocational education area accelerates the trend by making integration of vocational and academic education a primary goal.

The key to the proposed restructuring is a grade change for high school occupational programs from a grade 9-12 program to a grade 11-14 program, with grades 13 and 14 optional and with a variety of cooperative two-plus-two arrangements with post-secondary institutions. Until the core curriculum offered in grades 9 and 10 is mastered, the curriculum for regular education and occupational education will be the same. Administration of the core curriculum at Madison Park/Humphrey Center High School will be within the citywide high school zone.

At the present time, specialization in occupational education begins in the ninth grade. Occupational students (1,469 of Madison Park/Humphrey Center High School's 1,816 students) spend only 50% of their instructional time in academic courses. Exploratory vocational courses occupy 50% of instructional time in the first semester and a regular occupational specialty occupies 50% of the time in second semester. Thereafter, throughout the high school years, 50% of time goes to occupational/vocational courses, shops, and cooperative (often unpaid) work.

The state vocational education requirement of 50% time is met through an alternating schedule of a week-in/academics followed by a week-in/vocational courses. The state allows local districts to choose two-, three-, or four-year programs: BPS chose the 9-12 four-year program and is free to choose the proposed 11-14 model. No loss of state or federal funding is involved in this choice.

Proposals for Occupational Education

Occupational education in the Boston Public Schools high school program will have these features:

- Career preparation as a required part of all students' core curriculum (former grades 9 and 10)
- Elementary and middle school occupational education
- Academic/occupational profiling as part of all students' transition from Core to Exploratory Curriculum
- Three Occupational Academies: Trade & Industry; Service Industry; Music & Technical Arts
- From structural uniformity to diversity: optional grades 13 and 14 and two-plus-two programs
- Working partnerships with business and higher education
- School-within-a-school magnet programs allied with occupational education
- Student recruitment for purposes of diversity and full utilization.

Elementary and Middle School Occupational Education

Strong occupational programs in high school depend on a foundation of effective career awareness activities in elementary and middle school. A commitment was made to improve programs at these levels as part of the Boston Education Plan. This commitment needs to be renewed and the effort to strengthen resources for occupational education so that students have a far better grounding in the range of opportunities available well in advance of the time for selecting a high school. Curriculum that has been developed needs to be implemented; staff time and resources need to be devoted to providing career awareness activities for elementary students and updated home/health and technical arts courses at the middle school level.

Career Preparation As Part of the Core Curriculum

Part of the core curriculum for all students in all restructured high schools will be career preparation, a four-semester sequence of study. Like the career exploratory

courses it will replace, career preparation will include information about occupational and vocational programs, but, in a complete departure from the traditional courses, the main course work of career preparation will be the normative attitudes, values, behaviors, and lifestyles associated with career choices and the strategies needed to achieve various types of careers.

Information in the core career course will be organized by career tracks so that within each cluster of occupations, students will learn about entry-level, mid-level, and professional-level occupations and the typical and alternative high school and college majors corresponding to each. The course will include opportunities to visit work sites and speak with adults in many of the careers with attention to providing variety in terms of strategies chosen to achieve the career. The course will be conceived and purposefully constructed to provide role models representing the breadth of options open to the students regardless of sex, race, or national origin, and to build the confidence needed to pursue the options presented.

An explicit purpose of the career preparation final semester will be making sure that every student learns about all the education options provided within the Boston Public Schools. All high schools will contribute to the course materials and will have an opportunity within the regular schedule to address all students directly. Transfer policies and assignment practices will be adjusted, if necessary, to ensure that assignment after the core curriculum is not automatic but is purposefully chosen by each student to carry out his or her strategy for achieving a career goal.

Academic/Occupational Profiles As Part of Transition to Specialization

Concluding the core curriculum will be a measurement of proficiency in the academic areas of the core offering. The concluding activity of the career preparation/life skills course sequence will be a diagnostic measurement called academic/occupational profiling. Using a variety of standard, commercially available diagnostic instruments, each student will inventory his or her interests, aptitudes, and strengths as a learner, make decisions about short-term, intermediate, and long-range career goals, and formally map a strategy for achieving the goals. This strategy map will be the basis for choice of specializations in the 11th and 12th grade. Occupational programs will be among the specializations considered.

Competition among the high schools for 11th and 12th graders is likely to be keen. The opportunity to recruit for specialized programs and courses, including

occupational courses at Madison Park and those at school-within-school magnets, will be accommodated in the concluding two months of the career preparation four-semester sequence. Currently, recruitment relies nearly exclusively on guidance counselors and word-of-mouth advertising.

As part of restructuring, recruitment will involve direct exchange between academic, specialized magnet and occupational program representatives and all students. Each high school will prepare a four hour course in the career implications of their programs, and this course work will be presented to all students completing their core curriculum. In this way each student may make a fully informed choice in keeping with the goal of having and exercising options.

Direct access to students by occupational and academic program representatives will be a very powerful way to end tracking of students by stereotypes and perceptions of abilities and a move toward choices controlled by students and based on informed interests and rational career strategies.

Three Occupational Academies: Trade & Industry; Service Industry; Music & Technical Arts

Boston Public Schools has no interest in decreasing the number of options it provides for its students. All current occupational programs will be part of the restructured occupational program at Madison Park/Humphrey Center. The program will be open to any student who has mastered the core curriculum. The upper grades of the school will be restructured to form three independent academies under the direction of a vocationally certified administrator who will report to the superintendent.

In place of the current clusters, occupational programs will be organized according to the existing instructional teams to form three academies as follows:

- **Trade & Industry Academy**, with the programs requiring licenses organized as four-year programs with apprenticeships, and others organized as two-year work-study programs
 - Communications Electronics
 - Basic Electronics
 - Building Maintenance
 - Carpentry
 - Plumbing
 - Electricity
 - Heating/Ventilation/Air Conditioning
 - Auto/Truck Repair
 - Marine/Small Engine Repair
 - Machine Technology
 - Sheet Metal
 - Welding

- ***Service Industry Academy***, two-year, work-study programs with two-plus-two arrangements with area technical schools and community colleges

Data Processing	Medical Office Assistant
Advanced Office Management	Child Care
Word Processing	Dental Assistant
Legal Office Assistant	Medical Assistant
Foods Service/Baking	Nursing Assistant
Banking	Hotel/Hospitality/Retail
Bookkeeping	Cosmetology
- ***Musical & Technical Arts Academy***, two-year programs with work-study and two-plus-two options

Music	Commercial Advertising
TV Production	Printing

In several of the course areas listed above, the substance of the courses has been allowed to fall far out of date. Technologies have changed, skill demands have changed, and these courses will be updated. Review of the updated courses may show gaps in instruction, such as the promising new field of biotechnology, or overlaps in technology suggesting different combinations of skills to reduce duplication. A look at the list of programs above will show considerable overlap that needs to be eliminated.

In most of the course areas, however, the problems are less with the written curriculum than with implementation as it was written and intended. Selection of strong academy directors will be critical. Administration of the new academies will target curriculum implementation and classroom support, staff motivation, refreshment, and supervision as the highest priority in providing high quality occupational programs. An assessment of the professional development needs of the staff relative to new techniques such as accelerated and cooperative learning and new technologies within specialized areas will be conducted this spring in preparation for an intensive staff development program which will be conducted during administrative periods of school-year 1991-1992 and 1992-1993. Federal funding will be used to carry-out the staff retooling and supervision program.

The academies will be independent schools within schools, each with a full complement of regular, bilingual, and special needs academic teachers and a schedule which will permit common planning time for occupational and academic teachers to coordinate the substance of their respective courses with one another to provide a coherent curriculum for the occupational strands within the academy.

Academic courses provided by the academies will provide as much information and

the same kind of information as academic courses provided by other high schools in the system. Occupational students will not lose the option of attending a four-year college upon completion of high school as a result of enrollment in the occupational program.

Creation of the Music & Technical Arts Academy is intended to move forward the evolution of a performing arts school by gathering together the arts-related courses already in operation in the vicinity of the system's nucleus for the arts, the Roland Hayes School of Music.

This year the site received an exciting and expensive improvement which adds substantially to its capacity as an arts center: ten "pin drops" for cable TV. With telecasting, photography, a professional quality print center, and three auditoriums, the academy will have an arts teaching facility equal to any in the city. Selection of the Musical & Technical Arts Academy Director will be a critical decision in the system's effort to provide BPS students with access to the growing arts and entertainment occupational areas.

The work-study program at Boston High School is, next to the exam schools, the most popular of the high school magnet programs and deserves replication. Replacing unpaid cooperative work arrangements currently in place at Madison Park/Humphrey Center High School, academy students will engage in a fully supervised work-study program organized and conducted through organizations such as the Private Industry Council. Placements will be coordinated with the occupational courses in which students are enrolled. Explicit objectives of the placement and support program will be paid work prior to graduation and full-time work following mastery of the exploratory stage, formerly grades 11 and 12, or in more instances, following completion of a two-plus-two program. Work-study time may replace shop time to a substantial degree, guided by the premise that real work and real workplaces should replace simulated work and workplaces to the greatest extent possible.

From Structural Uniformity To Diversity: Optional Grades 13 and 14; Two-Plus-Two Programs; Multiple Entry and Exit Options

The variety of occupational programs militates against a uniform educational structure. The variety in students' lives, needs, and desires argues against a uniform educational structure. The variety and fluctuation in opportunities for apprenticeships and jobs is yet a third reason to avoid uniformity in the structure designed for the occupational program.

Accordingly, a variety of structures will be put in place to provide entry-level and pre-apprenticeship training in occupational areas, apprenticeship support, extended training, and the bridge programs commonly referred to as two-plus-two programs. The shortest program will be one-year certificates; the longest program will be four years; each program will be designed to fit the individual occupational area and to provide students with the greatest number of entry and exit options. The competency-based mode of instruction used in occupational education will facilitate this aspect of the restructuring.

Alliances will be formalized with Roxbury Community College, Bunker Hill Community College, Northeastern University, Franklin Institute, Wentworth Institute, Massachusetts College of Art, and others as appropriate to provide advanced placement courses during the exploratory stage prior to graduation and a continuum of study after graduation leading to an associate degree. Grades 13 and 14 will be created in licensed trade areas to provide the time needed for the additional course work in preparation for licensing and for supervised apprenticeships. Trade union alliances will be strengthened in order to create more pre-apprenticeship and genuine apprenticeship opportunities.

Multiple entry and exit options raises the issue of age. Students who complete a one-year certificate program or a two-year diploma program may leave school for a year or more and return to complete an associate degree. This open door admissions policy is in line with both the BPS policy of welcoming dropouts back to classrooms and two-plus-two college types of dropping in and out by semester without loss of credit. The majority of regional vocational/technical schools are open to adults as well as traditional high school age students.

The School Committee is asked to consider bringing Madison Park/Humphrey Center High School Occupational Programs in line with these other vocational schools by permitting access for adults to daytime as well as evening occupational courses, as space permits in grades 11-14.

Working Partnerships With Business and Higher Education

The state's vocational education law Chapter 74 and its successor Chapter 731 require representative advisory boards for each occupational program. Excellent in intent, in practice this arrangement tends to dilute participation and responsibility.

In place of the multitude of small and relatively weak advisory committees, BPS will seek a waiver so that a single strong working advisory board may be formed to

support the occupational education program. The principal responsibility of this advisory board will be the interaction between employers and work-study students and supervisors.

Business, higher education, community, labor, government agency, and trades partners of the BPS who agree to serve on the Advisory Board will do so in the hope that they will be provide work-study placement positions as well as participate in designing and monitoring the training programs. The intention is to make of occupational education programs a genuine extension of the training programs currently in place at workplaces and an off-site extension of post-secondary institutions.

School-Within-School Magnet Programs Allied With Occupational Education

Every BPS high school has a magnet theme, as follows:

Boston High	Work-Study
Boston Latin Academy	Classical
Boston Latin School.....	Classical
Boston Technical High	Math & Science
Brighton	Health
Burke	Computer Technology
Charlestown	Humanities
Dorchester	Human Services
East Boston	Travel & Tourism
English	Essential Schools
Hyde Park	Banking & Finance
Madison Park/Humphrey Center	Occupational
South Boston.....	Marine & Environmental
Snowden	International Studies
West Roxbury.....	Media & Communications

The occupational intent and implications of the themes are clear. The magnet courses will be developed within the framework of traditional academic subjects but will draw on commercially developed occupational curriculum for direction and enrichment.

Fuller Use of the Madison Park/Humphrey Center Facility

Full utilization of Madison Park/Humphrey Center High School has been an issue since the center opened. The Boston Education Plan Advisory Committee for Vocational Education stated that underutilization was a problem and offered two solutions: access for adults and dropout re-entry programs. More recently, regionalization has been proposed as a solution for underutilization.

Since Boston Technical High School moved to the site and Madison Park and the HHORC were merged, there have been many more students assigned to and attending classes at the complex. Nevertheless, with a capacity for 4,150 students and combined enrollments of 2,965 as of November 1990, the facility continues to be underutilized.

There are other problems with the enrollments that are less discussed but tend to form a backdrop for discussions about the center. Enrollments in the occupational programs lack socio-economic and racial diversity. Like other schools in the city, there is a higher proportion of low-income students at the center than in the population as a whole, and whereas high school enrollments citywide are 79% minority overall and 82% minority if the examination school students are not counted, vocational enrollments citywide are 95% minority and 91% minority at Madison Park/Humphrey Center High School. Madison Park/Humphrey Center High School's occupational education program is more racially isolated than other high schools in the city.

To break through the dynamics contributing to the underutilization and socio-economic and racial isolation of the occupational education facility, an aggressive recruitment campaign for grades 11, 12, 13, and 14 is proposed for consideration. The occupational program will recruit adults and out-of-school youth in the city and, for the first time for Boston, open unfilled seats to students from surrounding communities. BPS will offer seats in undersubscribed classes at competitive rates. Tuitions, even at somewhat reduced rates, will produce income for the school to help in keeping pace with changing technology and will act to motivate active recruitment.

Safeguards will be in place to protect access for Boston residents. Working with the state and with the Department of Implementation, care will be taken that Boston students are seated first in the occupational program, before any seats are made available to students from other communities.

An active recruitment program will put BPS in a crowded marketplace. Several communities including the town of Wellesley actively bid to serve other communities. The majority including the regional schools, all of whom share the problem of declining enrollments in vocational programs, adopted active outside recruitment programs within the past five years. It is, in fact, quite difficult not to see the state's decertification of BPS programs in the context of the regional schools' quest for students.

Few communities provide a facility as well-designed and equipped as Madison Park/Humphrey Center High School. With the improvements and innovations in the program outlined above, the center will be able to recruit students in those communities that are not part of regional schools. To make the facility more attractive as a commuting school, we will seek to pave and light a large area for parking.

Competing for students on a wider basis will be a constant reminder to staff and students that the true evaluation of the occupational program happens out in the real world. Students need to find jobs and admission to post-secondary institutions. Results for the graduating class of 1990 at Madison Park/Humphrey Center High School were reported by guidance counselors to be as follows:

	<i>Number</i>	<i>Percent</i>
<i>Positive Results</i>		
Admission to four-year college	65	12%
Admission to two-year college	99	18%
Admission to other post-secondary	37	7%
Full-time employment, semi-skilled	25	4%
Full-time employment, skilled	22	4%
Military service	11	2%
<i>Non-positive results</i>		
Unemployed	16	3%
Undecided	27	4%
No response	41	7%
Dropouts/Incomplete*	221	39%
TOTAL GRADUATES	344	61%
CLASS OF 1990	565	100%

* Extrapolated from the 1989 dropout rate of 39.2%

The restructuring of occupational education is intended to dramatically change the balance in these results so that rather than a majority (53%) of not definitely

positive results, the program shows a great majority in the positive column. The occupational program, with appropriate input, should set realistic goals in terms of these gross outcomes and monitor and report progress on an annual basis.

Implementation Issues

The most pressing issue in implementation is the appointment of a Director of Occupational Education and administrative heads of the three new academies. The challenge will be to put in place on a timely basis an administrative team committed to the reorganization principles outlined above. A study group with representation from all appropriate constituencies needs to be convened as soon as possible to examine the staffing and budgetary implications of the reorganization, refine and elaborate the plan, and move forward with a program for the incoming ninth and eleventh graders.

Notes to Occupational Education section:

- Massachusetts Department of Education dropped the word vocational several years ago. DOE uses the title Department of Occupational Education for this curricular area because the term is considered more inclusive than the term vocational. BPS will do likewise.
- The only external funding attached to occupational/vocation education at the present time is federal funds under the Perkins Act. Courses do not need a vocational designation to be eligible for Perkins funding because the federal definition is broader than the state definition and academics and technology education are the primary thrusts of the federal program. In the past there was separate state funding for vocational programs, but this has not been the case for several years.

GETTING FROM HERE TO THERE

Issues essential to the successful implementation of this plan

● ***Expand Site Authority and Independence***

High schools must operate in a climate of regulatory simplicity with the authority to manage their own business.

The High School Restructuring and Improvement Plan requires school site planning and management of resources. It will only work when individual schools are granted a license to institute change. As every reform effort in the last decade has shown, "top-down" school reform doesn't work. Currently, Boston's schools operate under one of two governance structures: the model of school-based management/shared decision making approved in contractual agreements or the traditional centralized control model.

We need more than two models. We must develop tailored, practical models in addition to the current school-based management model. Each school operates in a unique climate with a different set of dynamics governing staff, leadership, student and parent behavior, and external support. One governance and planning model will not work with schools that are so very different. Each high school must decide what precise management and organization structure is most appropriate and be given site authority and flexibility if this plan is to work.

● ***Recasting Instructional Priorities***

We must convince our teachers to change their instructional priorities. Winning their commitment to teach the competencies in the restructuring and improvement plan is a monumental undertaking. It requires re-examining virtually everything schools have accepted as "standard practice" in teaching and learning. The shift from traditional content, methodologies, and assessments to the goals of this plan will be revolutionary.

The commitment of the headmaster is key to this change. Headmasters must provide leadership, encouragement and support. We must begin discussions on competencies; we must as well initiate immediate staff development activities. Some staff development can occur without additional cost. For example, teacher exchanges, teacher-to-teacher instruction, and more effective use of in-service time are effective no-cost examples. However, other staff development activities will be costly.

● ***Adopt a Student Centered Focus***

A change from subject-centered to student-centered learning requires all staff to focus as much attention on what goes on outside the classroom as inside.

Though significant numbers of teachers are committed to this focus, more must join. For many, this is a new role, a major conceptual shift in responsibility.

New involvement as surrogate parents, counselors, mentors, and confidants will require more responsibilities in the corridors, homerooms, and cafeterias, before and after school, on weekends and during traditional vacation periods.

● ***Create an Environment of Cooperation, not Confrontation***

Effective schools require improved collaboration among teachers, support staff, and school leaders. It also calls for greater flexibility in using teachers; and for the willingness of all constituent groups to take bold steps and experiment.

One hundred and fifty different students a day are too many to truly know, even for the most gifted teachers. These numbers can be reduced by allowing high school teachers to teach new offerings that combine traditionally distinct disciplines. Combining social studies, art, and English in a 90-minute "humanities" offering, for example, would reduce by thirty-two, the number of different students seen by a teacher.

BTU cooperation is key to this endeavor, as is that of parent and advocacy groups. We hope they see this restructuring and improvement plan as an opportunity to improve educational opportunity for our students, not as a threat.

Local colleges and public and private sector organizations need to make an even greater commitment to high schools than they have to date. Some have been invaluable; others have curtailed their efforts citing recent "bad times." Others have done little or nothing at all. The career and community service components of this plan will go nowhere without the significant participation of scores of organizations getting into the game, rather than sitting on the sidelines.

Finally, headmasters must work with all school and reform groups to address legitimate concerns while protecting the educational integrity of the school. In spite of the conventional wisdom, most headmasters are receptive to change.

● *Stabilize Resources*

To avoid disaster, high schools need sufficient professional and support staff to implement the mission of the High School Restructuring and Improvement Plan.

The needs of adolescents attending Boston's schools multiply each year as other institutions in society crumble. Schools are charged with responsibilities unthought of two decades ago: physical abuse, sex, drugs, AIDS, parenting, weapons, gangs, nutrition, extra-curricular offerings, crisis intervention, and mediation. These responsibilities, along with a host of state, local, and federal mandates, have stretched our schools to the breaking point. And each passing month adds new directives.

Budget and resources never keep up with the new demands. A "rob Peter to pay Paul" mentality has developed. The downward spiral continues. While the effective utilization of finite resources is to be applauded, it is unreasonable to ask schools to do more and more with less and less. The fat's trimmed, the muscle's gone and now we're down to the bone.

● *Establish a Dynamic School Climate*

It's important to close the report with a few words about the "affective" qualities of a school, the "feel" one must sense when a school is running well.

If we're ever to succeed, our schools must be characterized by a sense of respect, trust, and caring, shared by students and staff alike. As we think about the way we organize our schools, the people who work in our schools, and the way we respond to students, these three qualities must guide our way. Our schools must be places where every student feels important, and every student feels that he or she has a stake in its success.

Given a supportive and nurturing environment, our students must also feel the sense of **anxious** anticipation that comes with an important task and a serious sense of **purpose**. There are consequences to our enterprise, just as there are rewards. Every student must be aware of those consequences, and the rewards must always be the products of a job well done.

Our schools must be alive with activity and discussion. Gone are the days when a good school is a quiet school, with students passively absorbing the wisdom of the teacher-lecturer. Learning is an activity calling upon active people. It

should be joyous and gut-wrenching, with long, tough hours of work punctuated by moments of recognition and excitement.

You can sense or feel a good school in action. You can feel it the moment you walk through the front door. You can sense it as you walk the corridors and look into classrooms. You can see and hear it in every corner of the school.

This is the kind of school we hope to promote throughout the Boston Public Schools: schools that are alive with excitement, intensity, hard work, a sense of caring, the joys of accomplishment, and the recognition that can only come with momentary setbacks. In short, we hope to promote schools that are alive with learning.

We invite you to join us on our mission.

Appendices

Examples of Competencies

Five Stages of High School

Six High Schools That Are Restructuring

Statistical Data (in second volume)

EXAMPLES OF COMPETENCIES

The following is a description of skills that might be expected of students as General Competencies. This list and the one that follows on Academic Competencies are by no means inclusive; they are meant only to serve as an example and as a basis for further discussion.

General Competencies might include:

Reading

- identify the main and subordinate idea in a document and express those ideas in one's own words
- identify literal and inferential meanings in written text
- identify cause-and-effect relationships and draw realistic conclusions from written text
- separate one's opinions from those expressed by an author
- adapt different reading tactics and strategies to different reading material
- use different parts of books (introduction, titles, index, glossary, appendix, bibliography) to find required information
- define new words and refine vocabulary using word attack skills, contextual clues, or other resource materials.

Writing

- formulate and organize their thoughts on a topic for writing
- develop logical paragraphs from outlined and organized ideas
- use appropriate grammar, sentence structure, punctuation, spelling, and vocabulary in writing standard English
- enhance their writing by editing, refining word choices, and rewriting
- quote, paraphrase, summarize, and correctly cite sources of information used in writing
- write a coherent opinion paper with references to source documents.

Speaking and Listening

- follow spoken directions
- ask and answer questions in a clear manner that reveals understanding
- report accurately what others have said and identify the main and subordinate ideas
- rationally discuss ideas that may be different to one's own beliefs
- formulate, develop, and present ideas to groups using standard English
- constructively evaluate presentations made by others.

Mathematics

- compute whole numbers, decimals, fractions, and percents using the four basic operations
- demonstrate a working understanding of ratio and proportion
- use measures of central tendency, sampling procedures, frequency distributions, and summary statistics to solve word problems
- make and use measurements to solve multi-step problems
- make reasonable mathematical estimates and approximations
- use mental calculations, paper-and-pencil, calculator, and computer in problem solving
- apply mathematical techniques in the solution of real life problems and recognize when to apply those techniques
- read, use, and create graphic depictions of data
- translate mathematical equations into word problems
- have an understanding of basic algebra and geometry concepts and applications, important to the solution of real-life problems.

Learning/Critical Thinking

- locate, use and incorporate different resources (libraries, interviews, etc.) in the learning process
- gather information from primary and secondary sources
- distinguish between fact and opinion
- develop and use concepts and generalizations
- draw conclusions from information and defend them rationally
- comprehend, analyze, and synthesize knowledge and apply it to new situations
- recognize, accept and learn from constructive criticism
- use priorities and time management in complying with deadlines.

The following is a description skills that might be expected of students as Academic Competencies as applied to high school content area courses.

Academic Competencies might include:

Science and Technology

- explain our place in a physical world and how we relate to other biological organisms
- identify the way man employs natural resources to the betterment or destruction of his self or world
- identify career options requiring the study of science and the necessary

preparation for each

- use the scientific method to solve problems
- analyze critical issues of scientific importance and communicate ideas about these issues with precision, orally and in writing
- explain the contributions of all peoples to the development of science
- use keyboard skills and word processing software to enter a letter or page of text into a computer and obtain a neatly formatted error-free hard copy
- use spread sheet software and a computer to organize numeric data into row and column format in order to perform simple calculations
- use data base software and a computer to retrieve, delete and update information.

Literature and Language Arts

- read and listen critically and ask pertinent questions about what they've read or heard, by recognizing facts, opinions, assumptions, and implications, and by evaluating ideas.
- express their thoughts articulately and with precision, orally and in writing
- understand the contributions of all peoples to the development and expression of critical, interpretive, and creative thought through the written and spoken word
- use language as an artist's tool, and explore the range and limits of this tool
- analyze, interpret, and evaluate works of literature, orally and in writing
- make an oral presentation on a book that shows synthesis of thought and understanding of an author's idea.

Social Studies and History

- identify the foundations of our political, social, and economic institutions
- explain the contributions of all peoples to the development of our political, social, and economic institutions
- define historical, political, social and economic issues and problems
- employ a range of resources (quantitative and non-quantitative) in seeking solutions to issues and problems
- collect and critically analyze information about important issues and problems
- communicate their positions on critical issues and problems, articulately and with precision, orally and in writing
- explain political, cultural and ethnic perspectives and their impact on the interpretation and presentation of events over time
- identify the contributions of our ancestors to our present condition and our responsibilities to future generations.

The Arts

- define the varying qualities of each of the arts (visual arts, theatre, music, dance)
- explain how people of different cultures have used the arts to express themselves
- develop and use their skills in one of the arts, in order to better express themselves to others.

Life Skills and Career Preparation

- explain the significant health issues that have an impact on families and individuals today
- express their personal values, interests, skills, abilities, strengths, and aptitudes in a tentative career plan which includes required preparation activities
- identify realistic career alternatives and alternative strategies based on self-awareness
- know the detailed characteristics of a chosen career through "hands-on" experiences
- write resumes, letters of application, references, and complete employment applications
- demonstrate skills as a member of a cooperative work team
- as a member of a cooperative work team, negotiate and resolve conflict in a productive fashion.

The Five Stages of High School: One Model for Restructuring

Proposed by Michael Fung
High School Zone Superintendent

November 1990

The Five Stages of High School

One Model for Restructuring Boston's High Schools

There are many models for effective schools. The Essential School, founded on the principles of Ted Sizer, is one. The school within a school model is another. We present here a third, developed by High School Zone Superintendent Michael Fung at the request of the High School Zone Planning and Improvement Council.

No one model is the solution for all high schools. As we have repeated throughout this plan, each school must debate and design its own, and then be held accountable for achieving results.

There can be no excuses for not doing so. Many reasons are often given for lack of progress: central office policies, lack of resources, lack of cooperation from staff, the extraordinary needs of the students. Even a cursory review of the statistics accompanying this report, however, shows that that is simply not true. Despite declining resources and massive staff cuts, some schools have made impressive progress.

In an ideal world, headmasters would be able to choose the staff they want, but this is not an ideal world. One works with what one is given, within the many constraints of a bureaucracy. To say that one cannot improve a school simply because central office policies waver, red tape exists, students prefer watching MTV to reading Shakespeare, and teachers are frequently absent, is in itself an admission of failure.

There are system-wide issues that must be addressed for restructuring to have a fair chance of success. We have already emphasized the importance for the school system to have clarity of vision, a sense of purpose, and to communicate it forcefully to its members. Other issues also have little to do with money. Rather, it is *how* we do things.

We must treasure our resources.

For a factory, the most important resource is its machinery; for a college, its faculty and research facilities. For a school system the most important resource is its people. We have been losing good teachers and administrators to other systems. In the long run, it is the quality of the staff that determines the quality of the school system. It takes a long time to develop good staff, and we must do our best to preserve them, even in a budgetary crisis.

Students and parents are our other important resource. Better students make better schools. It is essential that we turn students into better learners and educate parents to enable their children to perform better. We can only do it with staff that care.

We need to have programs that work.

We all love to introduce new programs. To simply introduce new programs to improve schools, however, without making other fundamental changes, is the easy way out, and usually inefficient. It will not make any lasting differences, since the resources of a school system are not unlimited. Yet a good school system must provide a variety of programs to meet the diverse needs of different students. The issue is how to judiciously create effective programs with limited resources.

We need to have policies that make sense and a school culture that nourishes people.

The overall policy of a school system, and how it is implemented, in time will lead to a certain culture. This takes time and hard work. Such a culture will carry the school system even in hard times. The present setup encourages people to go along to get along. There is little reward for a job well done; nor punishment for a job botched. Instead we should develop and encourage a culture of competence and provide individuals opportunities to excel.

We need to change the organizational structure.

Changing the organizational structure is the swiftest---and the least costly---way to improve a school system.

Stage 1: Connection with the Middle Schools

High schools will organize recruitment efforts and establish a relationship with middle school students *before* they are admitted to the high schools. These might be mini-courses offered on Saturdays at the high school campus. Another possibility is to have high school teachers serve as guest lecturers at middle schools, or to be involved in extracurricular middle school activities. In other words, teachers will be "connected" to their future students, take a personal interest in them, and be encouraged to take personal responsibility for their success or failure. In time, "My students will never fail or dropout!" may become the motto of every high school teacher.

Every new **ninth grader** will attend a summer orientation program. There will be **diagnostic tests**, not for the purpose of classifying and grouping students, but to discover any **weakness** so that remedies can be provided in time. (It can be viewed as an educational plan for every high school student.) During these summer weeks, their future teachers will work with them as their advisers and provide intense preparation for high school. In a sense, connecting high schools to middle schools is an attempt to inoculate these students against potential failure in high school.

Stage 2: Laying a Solid Foundation

For the first one-and-one-half years, students will take a core curriculum of five subjects: language arts, math, science, social studies, and a course in life skills. Life skills topics include study skills, decision-making techniques, interpersonal relationships, group processes, and moral education. Students will also be encouraged to take either a foreign language or a computer language course.

The school will be subdivided into small schools of 60-135 students, each called a "unit." All students will be heterogeneously grouped (randomly placed in these units). There will not be homogeneous grouping of students. Course titles will be uniform. For example, Math 9 will be simply Math 9, rather than Basic Math 9, Business Math 9, Regular Math 9, College Math 9, or Honors Math 9.

Teachers will work in teams in these units. They will include not only regular education teachers, but also bilingual, special education resource room, substantially separate, and Chapter 1 teachers. They will have parallel teaching schedules. [See attached diagrams.] Such an arrangement will allow teachers to team teach if they so desire, or students to move from a special education or bilingual education class to a regular education class, or vice versa, freely.

Teachers that belong to a unit will have the same basic block schedule. Within the block schedule, they will have the flexibility to make any adjustment agreed upon by the group. One day it can be 150 minutes (rather than the standard 45-minute period) for the science and social studies teachers to present a demonstration; on another, it can be a 60-minute lecture by a leading musician for all students.

Under such a schedule, all teachers will have a common daily planning time to discuss and resolve issues of instruction and problems related to their students' learning. Student discipline and tardiness, the latest instructional approach, and the planning of an experiment are all legitimate topics for discussion. The goal is to

encourage professionalism, collegiality, and help for students before it is too late. It also provides all teachers with a common time to meet with parents. Even though students are heterogeneously grouped, there can be movement between homerooms within a unit, or between units. In time, different units, because of the self-selection among teachers, will evolve different characteristics and academic emphases.

On instructional approaches, by necessity, there will be an emphasis on cooperative learning and peer tutoring. One is not necessarily better than another. In fact, consistent with the overall philosophy, teachers are asked to make their curricular and administrative decisions (based on a group process) that are best for their students, rather than simply taking what comes down from the headmasters and the zone office.

[When the zone office circulated the draft of this proposal earlier this year, it met with great opposition from some teachers on the idea of heterogeneous grouping. They believed that it would make instruction more difficult and would slow down the progress of the average or the brighter students. Such reservations are not supported by research. In fact, within the school system, schools that homogeneously group their students consistently suffer from high non-promotion and dropout rates.

[Teachers must realize this simple fact. Even if all students in a class are homogeneously grouped by MAT reading scores, there can be a significantly large range in a specific skill among the students. In a math class, for example, a student may be good in decimal division, but understand little about fractions or multiplication. Another may have learned his fractions well, but is still confused about decimal placement. Both can have comparable MAT scores. It is interesting to note art teachers teach students of various artistic talents, without having to first homogeneously group them.

[What is clearly needed is a comprehensive program to provide teachers with knowledge and skills in topics such as cooperative learning and peer-to-peer tutoring. Both require different classroom management skills. When we place the responsibility of effective instruction in the hands of classroom teachers, we also need to provide them with the resources and skills.]

Students that are falling behind will be offered extensive after-school and Saturday enrichment programs, where class size will be smaller, and the students will receive more individualized attention. All students will be assigned a mentor in time and

where possible. Teachers, administrators, counselors, and persons from outside the school system can all serve as mentors. The idea is simple. Behind every successful student there is someone who cares. It can be a teacher, or it can be a family member. Whoever the person may be, it seems to be an essential element in the student's academic success. Restructuring can institutionalize such a support system for all high school students.

Stage 3: Responding to Additional Individual Needs

Within eighteen months, most students should reach basically the same levels of academic skills. Others may need help. The Measurement Committee of the Boston Compact is developing an instrument to properly evaluate the academic performance of students. The Restructuring and Improvement Plan also describes in great detail the scholarship and academic expectation for high school students. The zone office is piloting a small program on student performance evaluation at South Boston High School. Eventually there will be a process to coordinate these efforts.

At this time suffice it to state that those students who have achieved a prescribed level will be encouraged to explore further academic and career possibilities through project-oriented instruction in half-year mini-courses. For others that need to catch up, the teachers within the unit will prescribe plans for these students by reallocating the resources within the unit.

At the end of tenth grade, the academic performance of all students will be evaluated. (This model realizes that some students may take three years to achieve such an academic performance level.) Students who achieve the prescribed level will be certified that they can indeed perform at a certain academic level, and are ready to proceed to Stage 4.

Stage 4: Explorations

In the eleventh and twelfth grades, high schools will be subdivided into different strands of specialization:

- college preparation (humanities)
- college preparation (science and math)
- occupational education
- technical education.

Students will be asked to concentrate on a specific strand. Since they have already demonstrated certain academic abilities before they are placed in the eleventh grade, they are free to choose any strand, and to transfer from one to another. It should be stressed that the difference in the various strands is not in academic performance but in curricular emphasis. After consultation with their advisers, students should make their choice based on their interest.

All students will acquire real, practical experience in their chosen strand and work in related areas in Grade 11. For those who intend to go to college, that experience might be auditing a college course. For those interested in social work, it might be community service. For those curious about the health professions, it might be working part time in a hospital after school or in the summer.

The idea is to provide real experience so that students can make informed choices and intelligent decisions about their future. A student who audits a college course in microbiology may decide to delay her application for a couple of years and works as a hospital trainee instead. On the other hand, a student who works in computer repairs may decide to attend college as a systems engineer. Thus during the eleventh year all students are encouraged to explore the possibilities and find their solutions.

The curriculum for the last two years of high school will in fact parallel such an approach. The emphasis will be on a project-oriented, hands-on curriculum. Scientists and engineers are, as a rule, trained in this manner in most colleges and universities. There is no reason, however, why such an approach cannot be adopted for all disciplines.

Each student will be provided with projects to accomplish, under the guidance of a mentor who points the way and provides encouragement, but the student will be the one to explore, to discover, to consult other students, to learn from his or her mistakes.

Consistent with this approach, graduation requirements will no longer be merely the ability to score a grade equivalent of 8.5 in the timed Metropolitan Achievement Test. We are proposing a more rigorous standard. A student must spend the four to six months before graduation completing a project and writing a mini-thesis, under the guidance of a mentor, who can be a teacher, an administrator, or someone from outside the school system.

A typical example of the thesis topic will be *History of Civil Rights Since 1954*, *The Cause of the Recent Failures of NASA*, *Fifteen Ways to Measure the Height of a Building Using a Barometer*, *Computer Modeling of Simultaneous Equations*, *Is Thomas Hardy Still Worth Reading?* and *The Beat Generation: What Happened to Them?* In short, graduating seniors must demonstrate their ability to read, write, collect information, and perform critical thinking to arrive at intelligent conclusions. This will be one of the requirements for a diploma.

Colleges, universities, cultural institutions, and social agencies are expected to play a major role in the development and solidification of these major strands. They will be active and continuous partners. The high schools need their support to allow, for instance, students to audit courses.

Within this context, an exemplary model of collaboration between a high school and a college is the Fenway Middle College program. LaGuardia Community College of New York originally developed the "middle college" concept: It refers to the middle ground between the secondary school and the college environment. The Fenway Middle College introduces English High School students to Bunker Hill Community College, and at the same time ensures that they meet the requirements of the mandated secondary school curriculum. Within the middle college, instruction is provided through a team approach.

Stage 5: Reaffirmation

After four years of schooling most students will choose to attend a college, pursue further occupational training, or enter the world of work. For some, an extended schooling is a useful experience. To be successful in college, these students need a thirteenth year for academic or other reasons. At present, under a program supervised by Jerome Winegar, a former headmaster, the Boston Public Schools annually secures private and foundation contributions to send a small number of students to private schools after their graduation from the prescribed four years of high school. With proper support, the program can be extended to a much larger number of students.

There should be a strengthening of this collaboration and collaborations between the community colleges and the high schools. Students who excel in some areas may fail in others. (Students with limited English proficiency come to mind.) They should be permitted to complete their schooling, under a special program if necessary, while attending a community college.

In areas of **occupational** education, the community colleges can provide courses and other contributions the high schools cannot afford. One can envision an extended LaGuardia model. In all cases these students will have their thirteenth and fourteenth year with the Boston Public Schools. They can be provided with both the resources of the community colleges and the high schools.

Six High Schools That Are Restructuring:

A report prepared
by the
High School Zone Office
at the
request of the
High School Zone
Planning & Improvement Council

November 1990

Boston High School

Thomas Hennessey, Headmaster

Actual enrollment: 975 students

Theme: Work-Study

Students attend one of two daily sessions

(mornings or afternoons), and work the other session.

A School-Based Management/

Shared Decision-Making

(SBM/SDM) School

THE PLANNING TEAM

- ☐ has ten members who met frequently last year and have met several times this year.
- ☐ will have the same members indefinitely; there has been no discussion about changing the membership of the team.
- ☐ was chosen after posting; members were given a small stipend (\$300).
- ☐ will eventually be incorporated into the SBM/SDM council, either as a subcommittee or by sending representatives.
- ☐ informs the faculty of its decisions at monthly staff meetings.

GOALS FOR THIS YEAR

- ☐ to offer stronger academics. Until this year, students took four major courses; they now take five.
- ☐ to develop a program to allow grade 9 students to explore career options, to gain experience, to meet and work with people, and to learn social skills connected with work: communication, punctuality, attendance, etc. Most grade 9 students are under 16 years old, too young for a work-study placement.
- ☐ to identify more job sites. Currently not all students have a work-study placement, in part because of the weakened economy.

MEETING THEIR GOALS

- ☐ Academic offerings
 - Five major courses are now required, and the school day is 30 minutes longer than at other schools. Each course also has a strong emphasis on homework.
 - Students are encouraged to take more demanding courses. Two years ago, seventy-eight students chose to take Algebra I. This year, there are 202. The difference is not, the school adds, because of the new graduation requirements: No Boston High student can take Algebra unless they have proven competency in math.
 - For grade 9 students and grade 10-12 students who are not placed in a work-study program, tutoring and computer skill training are available at least three days each week during the last two periods. Students who improve their keyboarding and other skills have a better chance of getting a work-study placement.

Boston High School (continued)

- Evening school is offered for grade 9-11 students who are overage and behind in points. Classes meet twice a week in addition to the regular day school, with strict attendance requirements for both. Students can earn ten points each semester by taking two courses in English, math, physical science, and/or current events. Ninety students are now enrolled, with five teachers.
- Three special courses---chemistry, algebra/applied math, and physics---are offered at a nearby site. Students are paid for their participation, and are also placed in summer jobs.
- Last year, Boston High initiated a Saturday program in January for grade 9 students with poor academic records. The emphasis was on study skills and academics, and participation was tied to attendance: Students were required to maintain 90% (instead of 85%) attendance at school and come to all Saturday classes. The program will be continued this year or incorporated as part of the evening school.

☐ Grade 9 Students

- Grade 9 students are now required to participate in a Volunteer/Community Service program for which they earn credits. A number of students have been placed at Oxfam, local hospitals, and elementary schools; a student may choose a site in his or her community to work as well. The school has been working with the Jefferson Foundation in identifying sites, and it is expected that all grade 9 students will be placed in a community service project by January 1.

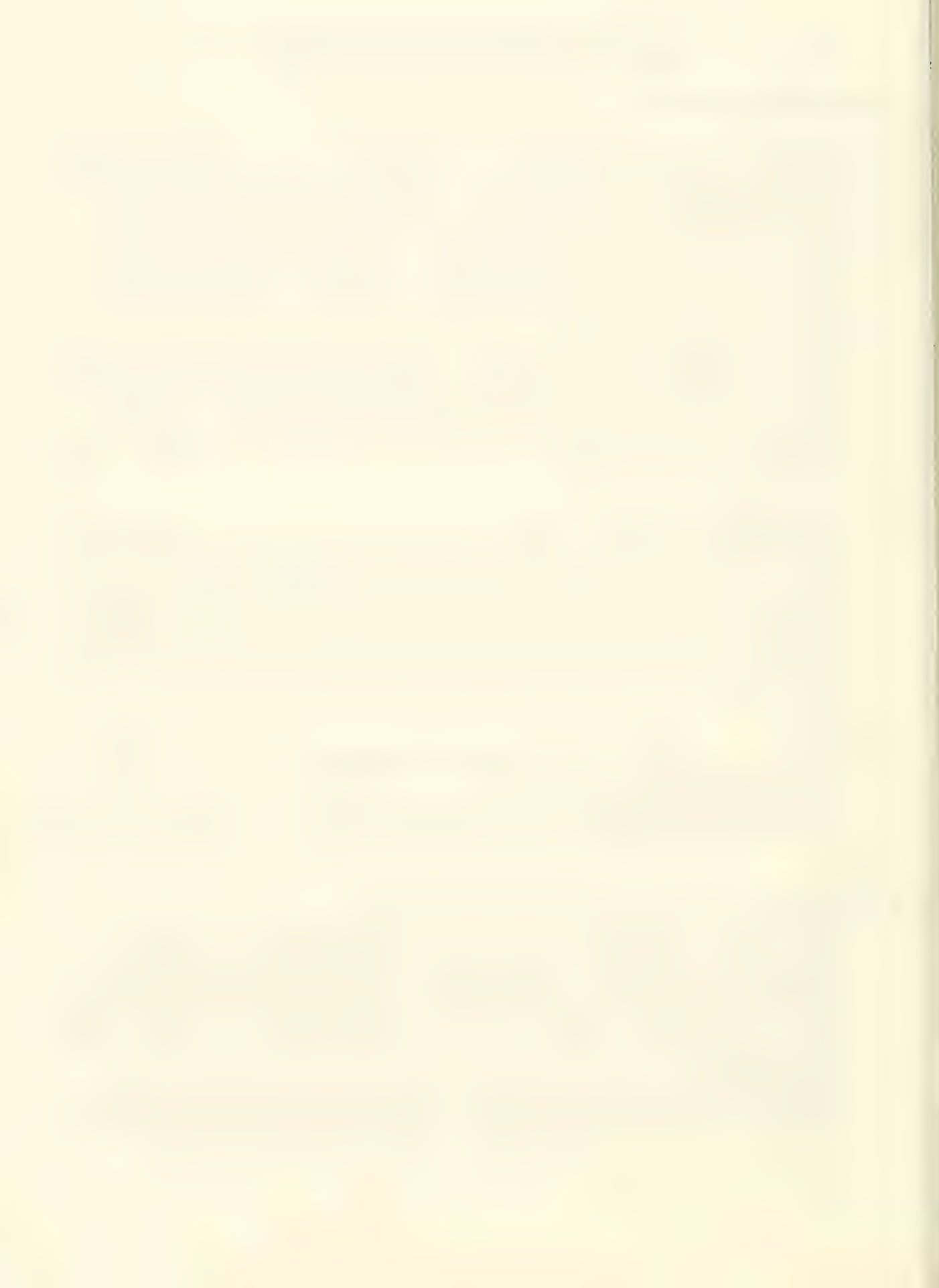
☐ Job Sites

- The school has computerized its Job Bank which enables them to match students and job sites more quickly.
- Two full-time job developers identify sites and maintain personal contact with both employer and students.

OTHER

☐ The school was recently awarded two major grants:

- \$250,000/year for three years from the Kellogg Foundation for "Healthy Transitions," a program to develop student apprenticeships with New England Medical Center. Students will be paired with health professionals to explore health career options and will be placed at hospital sites for training. The program also includes extensive support and counseling for students and their families.
- \$100,000 from the U.S. Department of Education to develop a mentor/peer tutoring program for students. The project will be implemented by the local anti-poverty agency, Action for Boston Community Development (ABCD).



Brighton High School

Juliette Johnson, Headmaster

Actual enrollment: 1,052 students

Magnet Theme: Health Professions

THE PLANNING TEAM

- ☐ began with 31 volunteers in the spring of 1990. Currently the team has formally combined with the School Site Council and is representative of all school constituents.
- ☐ met eight times last spring and summer, and has met several times this school year. The emphasis was to identify "something" that could be accomplished by the start of the school year.
- ☐ has spent a lot of time on group process, on learning "how to be a group." Brighton's planning team has the part-time assistance of a consultant/facilitator who is "critical" to the group's development.
- ☐ is now beginning to coalesce, to function as a team. According to staff, the planning team is more focused and, as a "known entity," more effective.

GOALS FOR THIS YEAR

- ☐ to implement initiatives planned during the spring and summer:
 - ☐ to expand student support services
 - ☐ to develop an improved attendance and discipline model
 - ☐ to increase professional development activities
 - ☐ to initiate staff training for the Interactive Video project.
- ☐ to conduct a whole school assessment this year as the foundation for developing a comprehensive Restructuring Plan for next year.

MEETING THEIR GOALS

- ☐ Expanded Student Support Services
 - The planning team is looking at all issues that affect the delivery of services to students: school structure, placement of students in classes, discipline, and staff and student attendance. For the short term, the planning team has begun a program in which teachers monitor student attendance; holds weekly training sessions on assertive discipline; and prepares a monthly calendar of events so that all students and staff are aware of what is available.
 - Staff members stressed the need to take time to do planning correctly and to involve teachers. Restructuring takes time, as much as five years, they argue, and "ownership" is key to its success.
 - As part of their in-service meetings, Brighton High has invited speakers on related topics: cooperative learning, assertive discipline, the Professional Development School, and others.
 - As was noted in other schools, they feel that the issue of "tracking" is especially important, that the debate must be comprehensive and satisfying, and that the resolution must be one that all staff "own."

Brighton High School (continued)

☐ Interactive Multimedia Learning Center

- *Crossroads*, a multimedia interactive learning project recently awarded by Apple Education Grants, has generated enthusiasm among the staff. An additional \$15,000 grant from the Boston Plan for Excellence (BPE) will provide funds for supplementary equipment, educational materials, field trips, and staff development.
- The center will enable teachers to serve as facilitators with groups of students working on independent projects. Eighteen teachers (from all curriculum areas including bilingual and special needs) have volunteered to participate in the project.
- Interdisciplinary learning is the focus of *Crossroads*. Cooperative learning techniques will be utilized, and each curriculum unit will integrate a minimum of two disciplines.
- The center will allow individualization of instruction for all students and will also be helpful for at-risk students who have not responded to traditional methods of instruction.

☐ Student Support Model

- To improve student-to-teacher and teacher-to-teacher communication skills, the school plans to pilot a TAP program, a schoolwide Teacher Advisory Program. Teachers will be paired with 8-10 students to talk with informally once a week, and to stay in touch on school and personal issues.
- Teachers have asked for modification of the TAP Program so that it can be linked with other school efforts (tying it to the curriculum, for example). They are now "fine-tuning" the project and expect to implement it during the second term: "This project has lots of potential. It's one way we can reassure students that we're paying attention to them."

OTHER

- ☐ As the school prepares for its spring accreditation, one of the issues identified is increased communication within the high school. Traditionally, the school has been compartmentalized by department, program, grades, cluster, and other divisions with few interdisciplinary approaches to teaching and learning.
- ☐ The staff describes restructuring as "challenging yet fun" and their approach as a "holistic" one. There is a high level of teacher enthusiasm, balanced by healthy skepticism on the part of others. Teachers need resolutions and initiatives from the planning team that are viable.

Burke High School

Albert Holland, Headmaster

Actual enrollment: 717 students

Magnet Theme: Computer Education

THE PLANNING TEAM

- ☐ has sixteen members, including five classroom teachers, who meet every Tuesday afternoon from 2 p.m. - 3 p.m. Teacher participation is voluntary.
- ☐ began with a core administrative team and then was expanded to represent all constituencies (bilingual, special needs, and computer teachers; the faculty senate; and others). The participation of department heads is required.
- ☐ functions as a subcommittee of the School Improvement Council.

GOALS FOR THIS YEAR

- ☐ to improve guidance services for students. Currently, the Burke has one guidance counselor.
- ☐ to integrate the use of computers throughout the curricula.
- ☐ to raise teacher expectations for student achievement.

MEETING THEIR GOALS

- ☐ Guidance
 - Last year, the Burke piloted a teacher-mentor program for all at-risk seniors. [Of the 178 seniors, 133 were identified as at-risk.] Thirty-seven faculty members volunteered, and each was given (or chose) five seniors. The teacher-mentor made a "contract" with each student detailing a step-by-step plan for how he or she would earn the points needed to graduate. The program was "very successful," but teachers found the 1:5 ratio unmanageable. At their Nov. 6 meeting, they will finalize a mentor plan and identify a target population for this year. The problem is that 556 of their 717 students have received warning notices, placing them at-risk. This year, the team has been writing a comprehensive mentoring proposal for submission to the Bellecore Foundation.
 - Grade 9 students are clustered as they have been several years. This year they have added a guidance course, taught two periods each week by the cluster coordinator. Funded in part by a grant from the Javits Foundation, the course involves students in career-discovery activities and exercises. For example, the course begins with a unit on imaginative problem-solving, prodding students to think critically and look beyond conventional boundaries for solutions. Coursework is designed also to increase students' listening, journal writing, research, reading, and other skills. In collaboration with the MBTA, the cluster coordinator is now developing a special unit on the "T": its history, how to use it, and what resources are available in the city. Few students are aware of what Boston offers, and are unfamiliar with the city beyond their neighborhood and Downtown Crossing.
 - The Burke offered its first-ever summer orientation for students this year,

Burke High School (continued)

with great success. Grade 9 students received enrichment activities [including a popular tour of WBZ], an introduction to the school, a discussion of the school rules and expectations for students, and a chance to get to know one another and the staff.

- Cluster teachers have also taken responsibility for calling parents for student absences, problems, waivers, and good news. They also prepare weekly progress reports on each student's attendance, homework, classwork, and other issues. Parent response to the weekly reports has been "good."
- Common planning time for cluster staff, scheduled for four days each week, has been used by teachers to discuss individual students' and cluster needs, to bring students in to meet with teachers, and to invite parents for conferences. One of the issues discussed this year is how to involve more of their students in activities because the same handful of students tend to be the leaders in all areas. In response, they have planned a number of tours for all grade 9 students to the Higher Education Information Center, the Boston Globe, the Computer Museum, and the Museum of Science.

☐ Computer Integration

- Teachers in each department have begun to use computers as a teaching tool, though there has been no schoolwide integration. Students "seem to realize the connection between improving their computer skills and improving their writing skills." The school is now receiving assistance from the BPS Technology Center.
- Beginning this fall, the Burke will hold after-school inservice meetings by department to work on integrating computers into the curriculum. They anticipate an added benefit: Because students' computer skills are sometimes better than their teachers', integration should help teachers with "new ways of looking at students and new ways to teach."

☐ Teacher Expectations for Students

- Two related issues---expectations and discipline---are being discussed and solutions sought. Staff has had training in Assertive Discipline, but they have **not** adopted it schoolwide. They have implemented other policies that have **cut down** on unnecessary movement in the corridors, a major problem.

OTHER

- ☐ The Burke has a Lifeline cluster for overage students who are behind in points and need an accelerated program to graduate. Many have also been incarcerated. Lifeline is staffed by three teachers and includes a work-study component.

Hyde Park High School

Curtis Wells, Headmaster

Actual enrollment: 875 students

Magnet Theme: Banking & Finance

THE PLANNING TEAM

- ☐ has twelve members from the school and three support staff from the zone office. They met weekly last spring and several times during the summer. They will begin regular meetings again in November.
- ☐ was chosen by the administrative team from a pool of teachers who volunteered. Members represent all constituents in the school.

GOALS FOR THIS YEAR

- ☐ to provide consistent discipline and to improve school climate
- ☐ to cluster grade 9 students
- ☐ to improve conditions in the building.

MEETING THEIR GOALS

- ☐ Discipline
 - The school has adopted Lee Canter's Assertive Discipline program, and staff training sessions are held weekly.
 - The Planning Team has developed and implemented other disciplinary measures, and "it's much better here now." As soon as school started, for example, teachers began frequent corridor "sweeps" to clear the halls, get students into the classrooms, and reduce disruptions. The sweeps had the added benefit of "sending a signal" to students early in the year that the school was serious about keeping order and enforcing school rules.
 - According to one staff person, the school is getting a reputation as a no-nonsense, buckle-down-and-study school. Students in other high schools are saying, "Hyde Park High (expletive): You can't do *anything* there!"
 - The team is also beginning to look at how they handle severe discipline cases. In previous years, many were referred to the special needs staff for a core evaluation and Chapter 766 placement. They are now exploring alternatives to that procedure, and an upcoming in-service session will focus on how to do a sped referral.
 - The school also has a new discipline director, and they are developing an in-house suspension program.
- ☐ Grade 9 Cluster
 - Grade 9 students are now clustered in a specific area of the school; each of the two clusters is taught by a five-member team. Teams have common planning time one period each day.
 - The cluster has provided clear benefits for students: more personal attention, closer relationships with teachers and fellow students, being "known" as an individual, easier and more comfortable access to information and help.

Hyde Park High School (continued)

- The benefits to the school have also been apparent. Last year seventy teachers taught grade 9 students in the course of the day; this year, ten do. Clustering the ninth graders---traditionally the class that takes the longest to "settle in" to a new school---has also cut down dramatically on noise and rowdiness in the halls.
- The team has also worked hard to offer more electives, scheduled in lieu of study halls. [The five-day-a-week study hall has been banned.] Each cluster teacher, for example, teaches four classes each day (math, science, English, or social studies) and one elective. Electives are available to all grade 9-12 students, not just those in the cluster.
- Electives include: Current Events, SAT Preparation (required for students who are taking algebra and English on grade level), Scientific Methods, Government, Music, Art, Geography, and Teen TV. Aerobics for Girls has also been added in response to complaints that the PE staff is all male. The school is also negotiating with the nearby YMCA to offer after-school swimming. Electives are scheduled for a double period every Wednesday afternoon, and students earn one point/term. Several electives have also been developed to help students earn points in subjects they have failed.
- Several Grade 9 students also volunteer as trained reading tutors at three nearby elementary schools: the S. Greenwood, Grew, and F. Roosevelt.

☐ Building Conditions

- The school has been selected by the Sterling Foundation, a BC community service organization, to renovate the cafeteria in November. The foundation raises money for special projects and provides volunteers to do the work.
- Hyde Park High had new windows installed last year; the corridors, classrooms, and office were painted this summer; and the gym was renovated in September. All work was done by the BPS facilities department.

OTHER

- As part of its schoolwide magnet theme, Hyde Park will house an Academy of Finance for grade 11 & 12 students, a member program of the National Academy Foundation sponsored by American Express. Although the Academy will officially begin next September, all grade 9 & 10 students are now taking a half-year introductory course.
- All but fifteen of the school's special needs students (.4) have been integrated into regular homerooms.
- On a related note: Several outside people familiar with Hyde Park High School have mentioned a dramatic, positive change in school climate from last year, especially on the improvement in discipline in the building.

South Boston High School

Lorraine Hamilton, Headmaster

Actual enrollment: 934 students

Magnet Theme: Marine Science

THE PLANNING TEAM

- ☐ has twenty-two members with representatives from all departments and constituencies. [The school had anticipated a smaller planning team, but when so many staff applied, the team was expanded to include everyone.] The planning team met twice a week last April-June, and produced a written plan that was presented to the faculty for a vote. Cluster teachers also met in planning sessions over the summer.
- ☐ worked together very well, and restructuring has been "the most wonderful thing" for teachers. According to one staff person, the debate was never about what the school was doing wrong: "In our discussions we tried not to be judgmental. We talked about the changing needs of our students and what worked and what didn't for them."
- ☐ worked by consensus. For many, it was the first time they had been included as professionals in the decision-making process.
- ☐ received a stipend for their time.

GOALS FOR THIS YEAR

- ☐ to cluster grade 9 & grade 10 students
- ☐ to increase student attendance and reduce the number of dropouts
- ☐ to raise the level of expectations for students.

MEETING THEIR GOALS

- ☐ Cluster
 - All students in grade 9 & grade 10 are now assigned to clusters, with two clusters for each grade. One cluster in each grade also includes a resource room for special needs students.
 - Many teachers in each cluster chose to work together, though some were assigned. The cluster team is responsible for discipline, detention, rules, etc. [Serious discipline problems that call for intervention are referred to the assistant headmaster who is also the cluster coordinator.]
 - The cluster has common planning time every day, and they have the options of team teaching, an interdisciplinary curriculum, and flexible scheduling.
 - Cluster teachers teach core courses four periods a day and an "enhancement" course of their own choosing for the fifth period. Enhancement courses include: Facing History and Ourselves, Children of War, the Boston Globe Stockmarket Game, Math Space Mission, Study Skills, Oceanography. One teacher has divided his students into four research groups. Each group chooses a topic, researches it, writes to professionals in the field, and makes a presentation to the class. [What did they choose? Homelessness, Recycling, The Ozone Layer, and The Rain Forest.]

South Boston High School (continued)

- Students love the cluster---"Our kids are first rate!"---and the word has gotten out to parents. Many have requested a particular cluster for their teen.
- The school has also identified overage grade 9 students and is designing a program for them, perhaps summer or night school to help them accumulate points needed to graduate. One problem they face is the difficulty of getting high school students to stay after school or come back in the evening for classes. They are also concentrating next year's restructuring efforts on planning a new model for grade 11 and grade 12.
- Repeating ninth graders were moved into the tenth grade cluster with the understanding that they would have to make up the points. South Boston will also be one of the Compact Ventures schools, giving them additional support for these students.
- The school may schedule an activity period on a rotating schedule or add an eighth period to break up the monotony of a five-day-a-week schedule for students. The activity period would allow them to offer mini-courses, plan special projects, and have outside agencies come in to work with students.

☐ Attendance and Dropouts

- Teachers are make parent calls during their administrative periods. Attendance averages 85%, up 4% from last year, but "we'd like to break 90%."
- The school has held three "mini college fairs" and has taken students to the three major ones sponsored by the BPS. One goal is to provide SAT Prep courses for students: "We have to make them believe they have to graduate." [Many are the first in their family to graduate from high school.]

☐ Expectations

- All of the school's efforts have contributed to a schoolwide sense of raised expectations for students. In addition, the school is planning staff recognition programs to reward teachers for excellent work.

OTHER

- The school just kicked off the first year of its Admission Guaranteed program with U.Mass./Boston. Grade 9 students who graduate having met certain attendance and academic criteria will be guaranteed admission to the university. The university---also paired with the Burke and Dorchester High---provides each school with two graduate students and two tutors.
- The school has just received a \$100,000 federal grant to provide mentors for students and to establish satellite tutoring programs in their neighborhoods.
- South Boston High has had difficulty in recruiting minority students, in part because "the public perception of the school is fourteen years old." Ninety of their 127 black grade 9 students were administratively assigned by the BPS; they did not choose the school. Minority recruitment is a goal for next year, as is bilingual recruitment.

West Roxbury High School

Donald Pellegrini, Headmaster

Actual enrollment: 1397 students

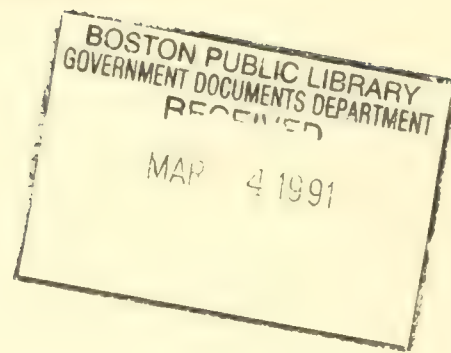
Magnet Theme: Media & Communications

GOALS

- ☐ to decrease the dropout rate
- ☐ to reduce grade retention
- ☐ to increase parental involvement
- ☐ to improve school climate.

MEETING THEIR GOALS

- ☐ Dropout Prevention
 - The school is striving to identify potential dropouts using poor attendance and academic failure as two criteria.
 - Staff is contacting parents and students by daily phone calls and with followup letters; referring students to tutoring and other programs.
 - They are also working on improving students' academic skills and providing courses in related issues: substance abuse, sex education, counseling, programs for pregnant teens, student leadership.
- ☐ Retention in Grade
 - To reduce the number of non-promoted students each year, the school is targeting at-risk students with tutoring, parent contact, and schedule adjustments.
 - They are also giving academic achievement awards, offering extra-curricular activities and sports, and providing student incentive programs.
- ☐ Parent Involvement
 - The administrative staff is reaching out to parents by way of individual conferences and phone and letter contact.
 - Outreach is also done for recruitment: the magnet school fair, visits to middle schools, and others.
 - The school publishes newsletters and other information, and sponsors activities that involve parents: open house, awards nights, sports awards, etc.
 - Several programs are the result of parent input: peer tutoring, the Reading Club, workshops, seminars.
- ☐ School Climate
 - The school sponsors volunteer cleanup days, poster contests, and other activities. The Agri-Business cluster has also landscaped the grounds.
 - They also provide activities that promote a positive climate among teachers and students. ■



School Performance Statistics

Boston Public Schools High School Zone 1986 - 1990

High School Zone Office
January 1991

HIGH SCHOOL RESTRUCTURING
& IMPROVEMENT PLAN

Volume 2:
School Performance Statistics

*THE SCHOOL COMMITTEE
OF THE CITY OF BOSTON*

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Marian Ego
John Grady
Stephen Holt
Juanita Wade

Superintendent of Schools
Joseph M. McDonough

High School Zone Superintendent
Michael Fung



School Performance Statistics Summary

- ✓ Average Daily Attendance
Students 1986 - 1990
Staff 1986 - 1990
- ✓ Monthly Suspensions
by School 1988 - 1990
by Race 1989 - 1990
- ✓ June Potential Non-Promotes
by School 1989 & 1990
by Race 1990
- ✓ Annual Dropout Rates
by School 1989 - 1990
by Race 1989 - 1990

Average Student and Staff Daily Attendance 1986 - 1990

School	---Student Attendance---				-----Staff Attendance-----			
	FY87	FY88	FY89	FY90	FY87	FY88	FY89	FY90
<i>Latin</i>	95.6%	94.6%	96.0%	94.5%	95.2%	94.0%	93.8%	93.6%
<i>Academy</i>	90.1%	88.9%	89.0%	90.9%	94.3%	95.9%	95.6%	95.3%
<i>Tech</i>	87.1%	86.8%	88.0%	87.1%	93.4%	94.8%	94.3%	94.0%
<i>Boston</i>	86.6%	84.5%	83.5%	81.1%	93.4%	93.9%	95.3%	95.2%
<i>Brighton</i>	81.2%	80.4%	81.0%	80.9%	93.8%	93.8%	93.5%	94.0%
<i>Burke</i>	80.5%	78.1%	81.5%	82.6%	95.3%	94.7%	94.9%	94.7%
<i>Charlestown</i>	81.5%	78.5%	82.5%	84.8%	95.7%	95.8%	95.2%	94.8%
<i>Dorchester</i>	83.1%	83.6%	82.7%	81.3%	92.4%	93.7%	94.8%	94.6%
<i>E. Boston</i>	82.5%	83.3%	83.9%	84.2%	94.3%	93.8%	93.1%	93.9%
<i>English</i>	83.6%	83.6%	86.2%	84.0%	94.6%	94.3%	94.5%	94.0%
<i>Hyde Park</i>	83.5%	80.7%	83.9%	82.8%	93.3%	92.7%	94.2%	93.3%
<i>Jamaica Plain</i>	83.2%	81.2%	80.5%		93.4%	93.7%	92.8%	
<i>Madison Park</i>	79.6%	78.6%	79.8%	80.6%	94.0%	93.0%	92.5%	93.8%
<i>Snowden</i>	86.9%	88.8%	90.5%	90.7%	95.2%	94.9%	94.0%	95.2%
<i>S. Boston</i>	78.3%	79.1%	77.8%	74.3%	94.1%	94.9%	95.9%	95.8%
<i>Umana</i>	80.6%	83.2%	83.1%		93.1%	92.6%	93.3%	
<i>W. Roxbury</i>	81.4%	81.2%	82.6%	80.1%	94.7%	95.9%	95.7%	94.7%
<i>Tech Middle</i>				86.1%				
<i>MP/ORC Middle</i>				86.0%				
<i>Carter</i>	82.1%	84.6%			92.2%	93.4%	94.4%	91.0%
<i>Horace Mann</i>	87.6%	88.6%	91.2%	95.4%	95.2%	93.4%	94.8%	94.5%
<i>McKinley</i>	79.2%	80.0%	79.9%	81.7%	95.5%	95.6%	95.4%	96.1%

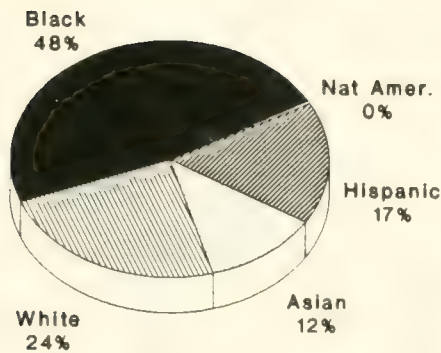
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Source: OIS School Profile Tables files and RMU Reports

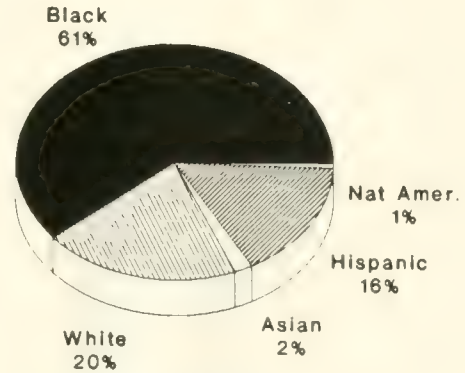
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Revised: fg 01/05/91

1989-90 Total Suspensions BPS High School Students



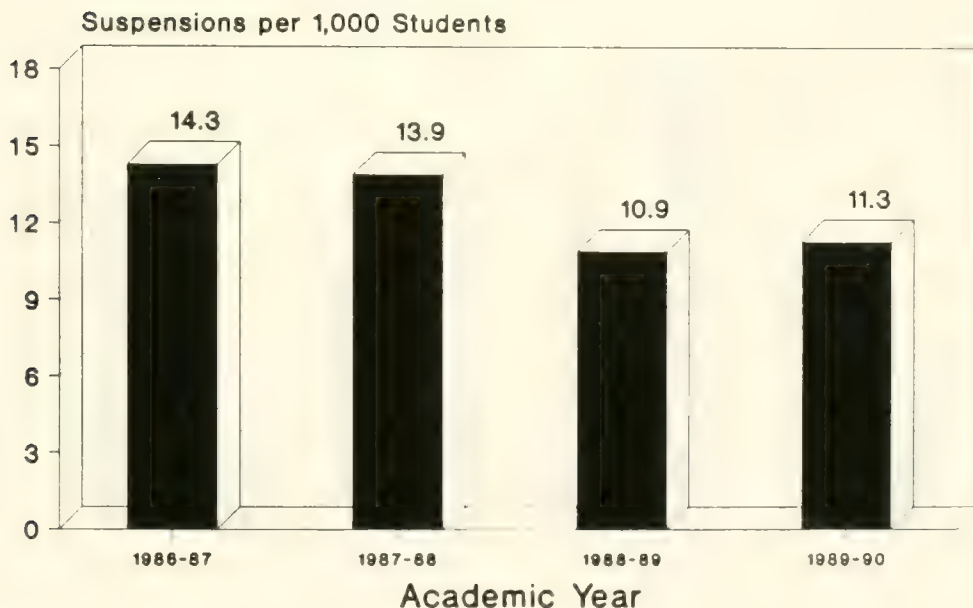
June Enrollment
15898 Students



Total Suspensions
1790 Students

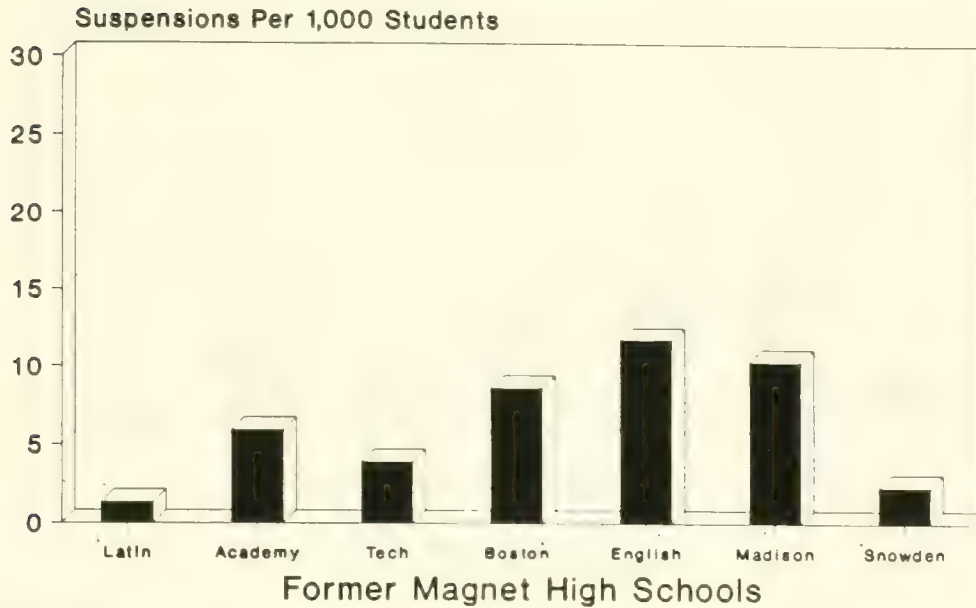
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fg 01/05/90

1986-90 Monthly Suspensions BPS High School Students



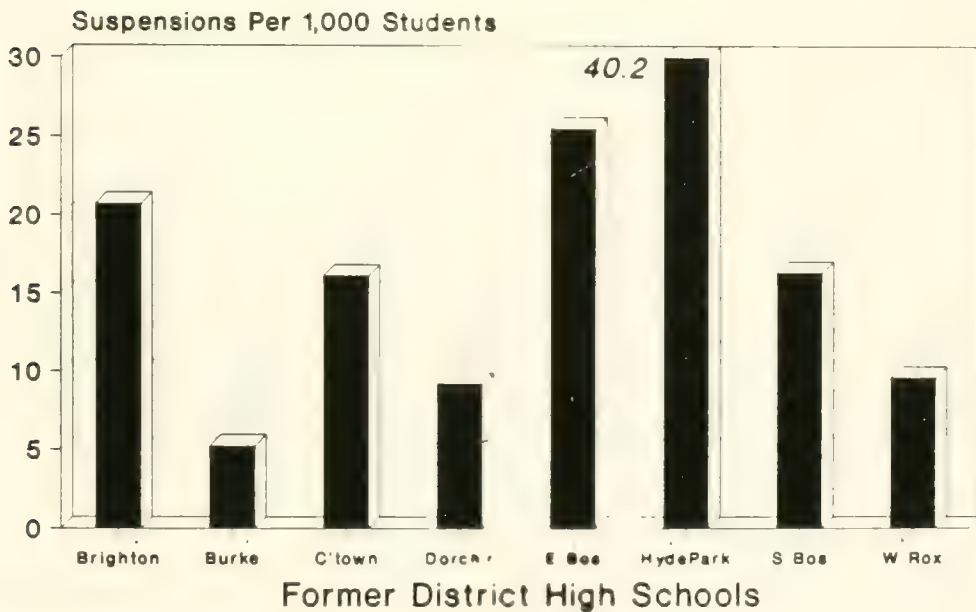
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FY90 HS Zone Monthly Suspensions All Students



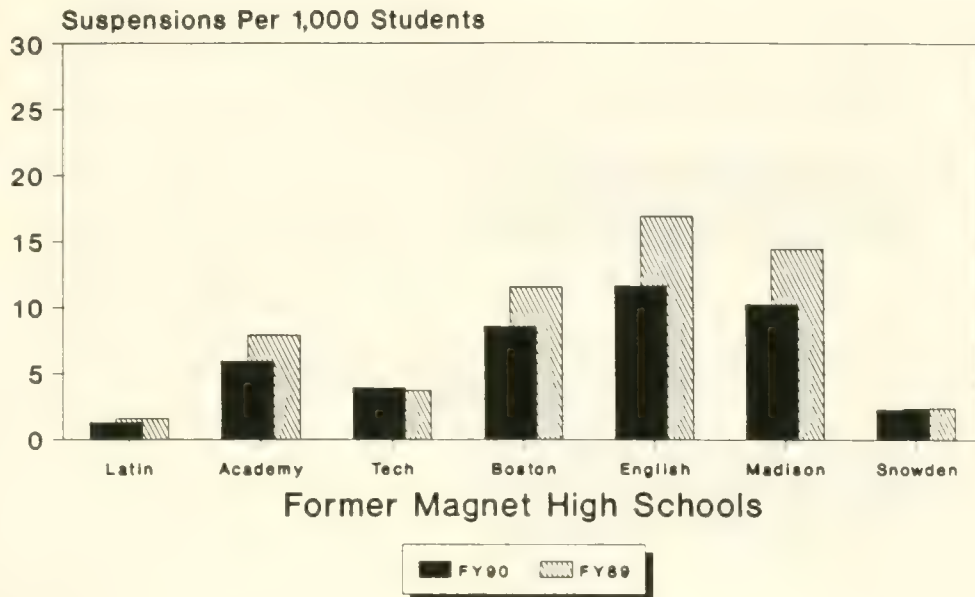
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FY90 HS Zone Monthly Suspensions All Students



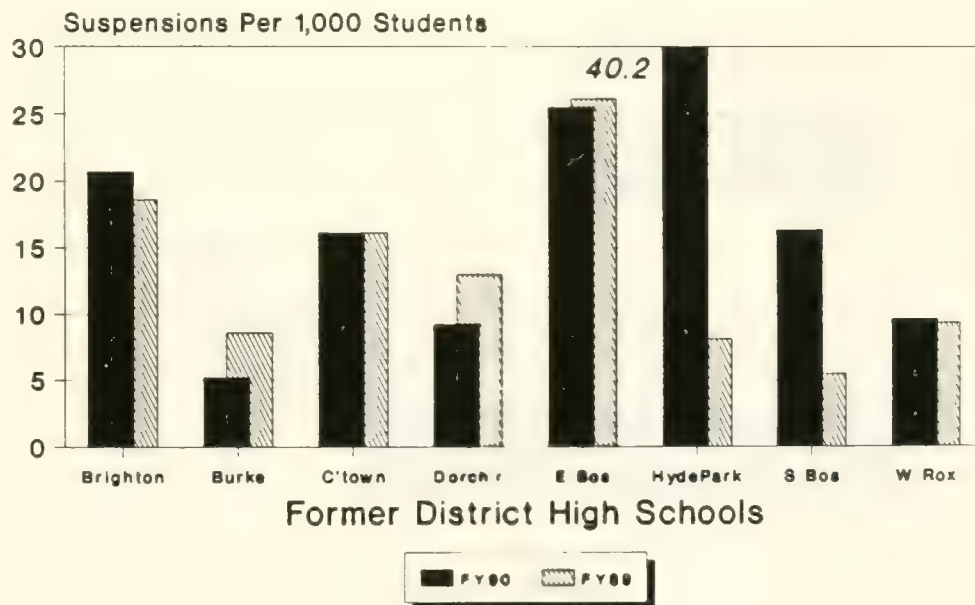
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HS Zone Monthly Suspensions All Students



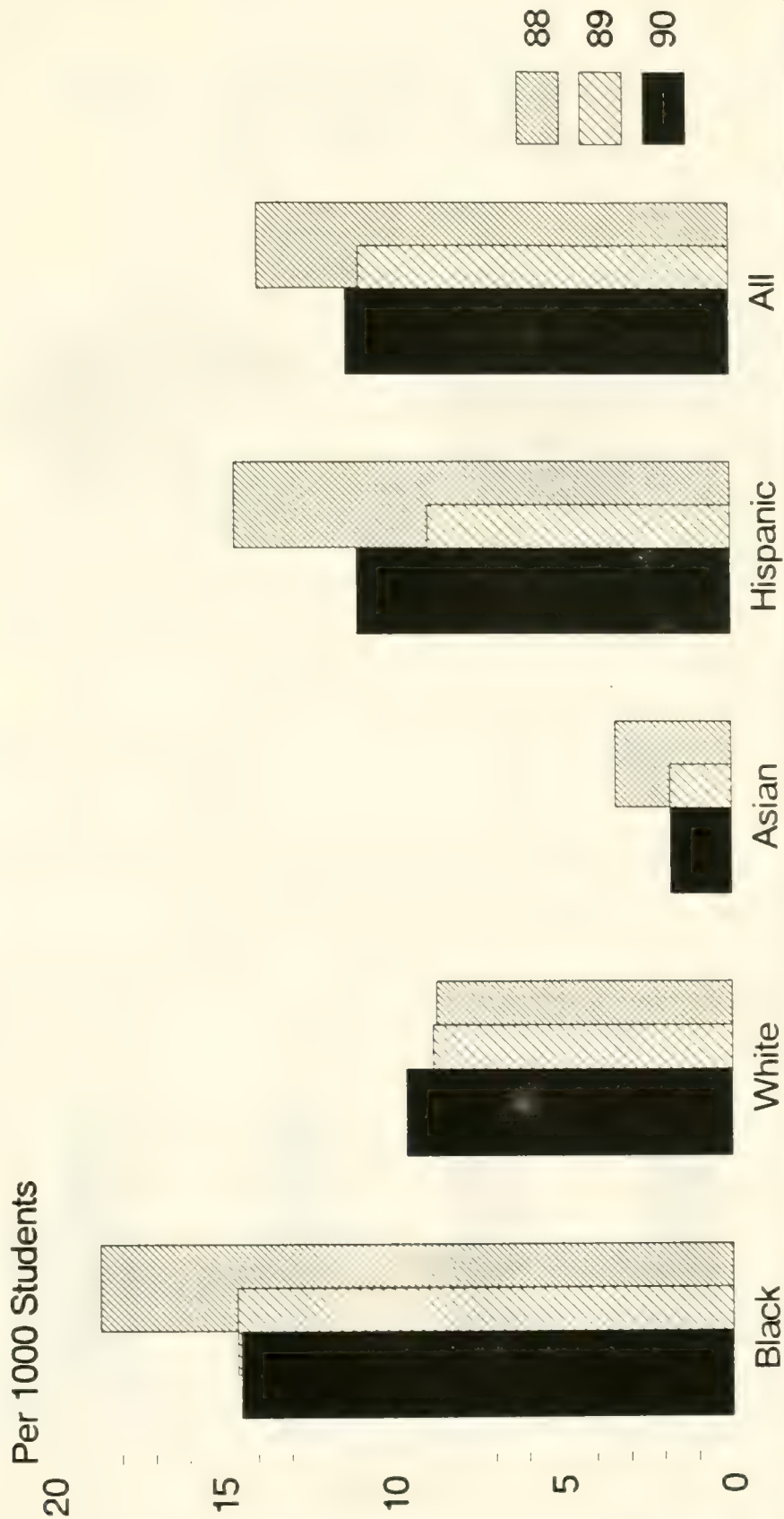
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HS Zone Monthly Suspensions All Students



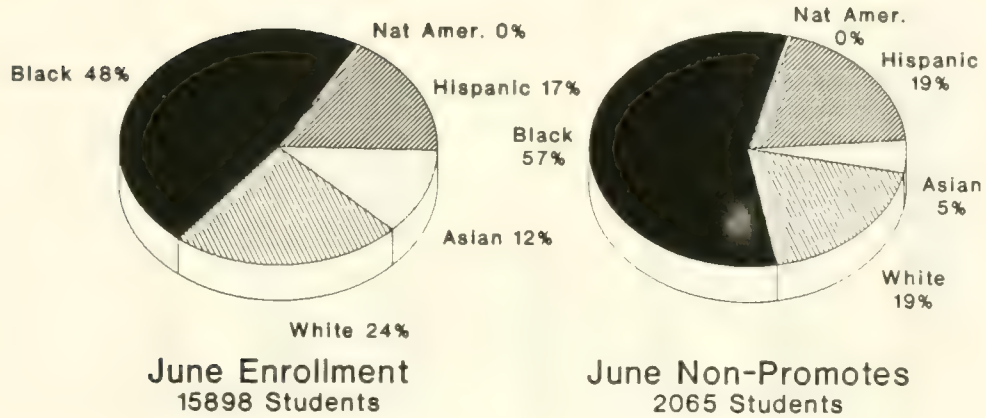
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Average Monthly Suspensions by Race



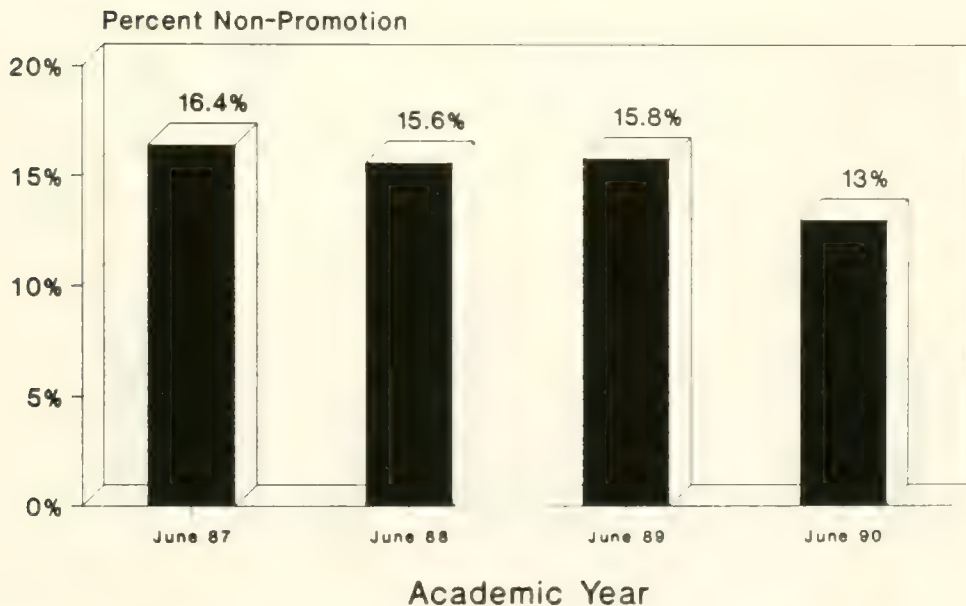


1990 June Non-Promotes BPS High School Students



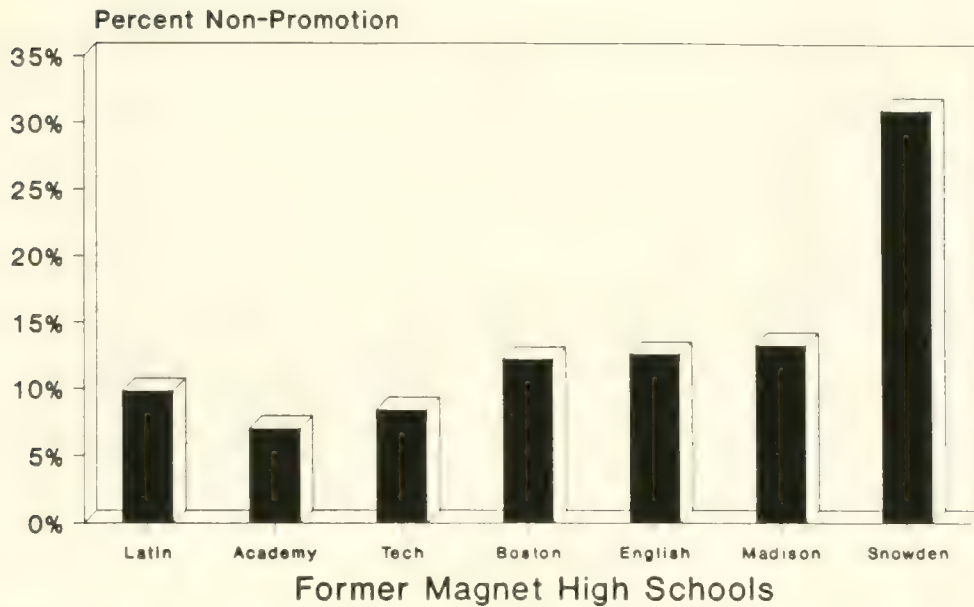
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1987-90 June Non-Promotes BPS High School Students



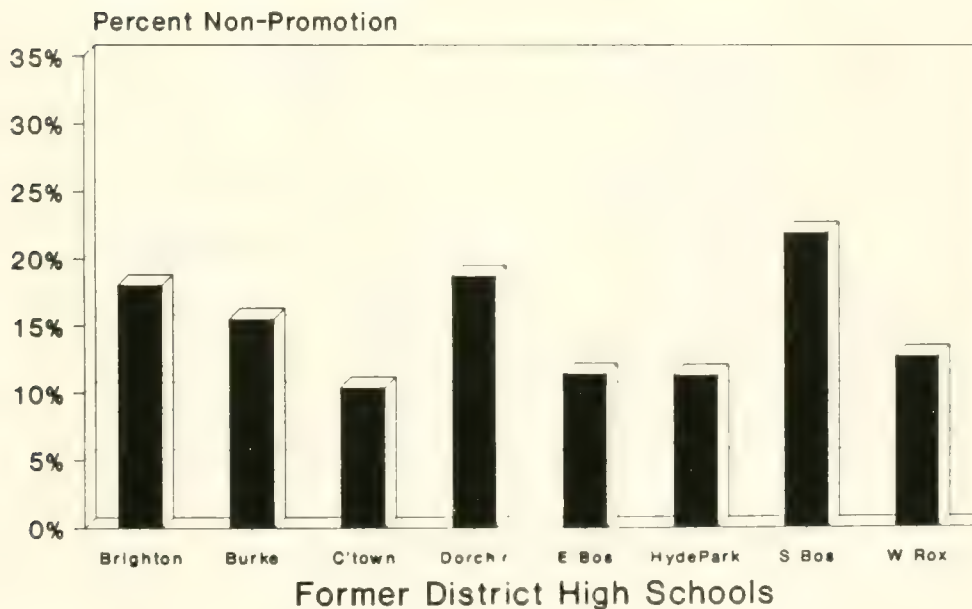
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HS Zone June 1990 Non-Promotes All Students



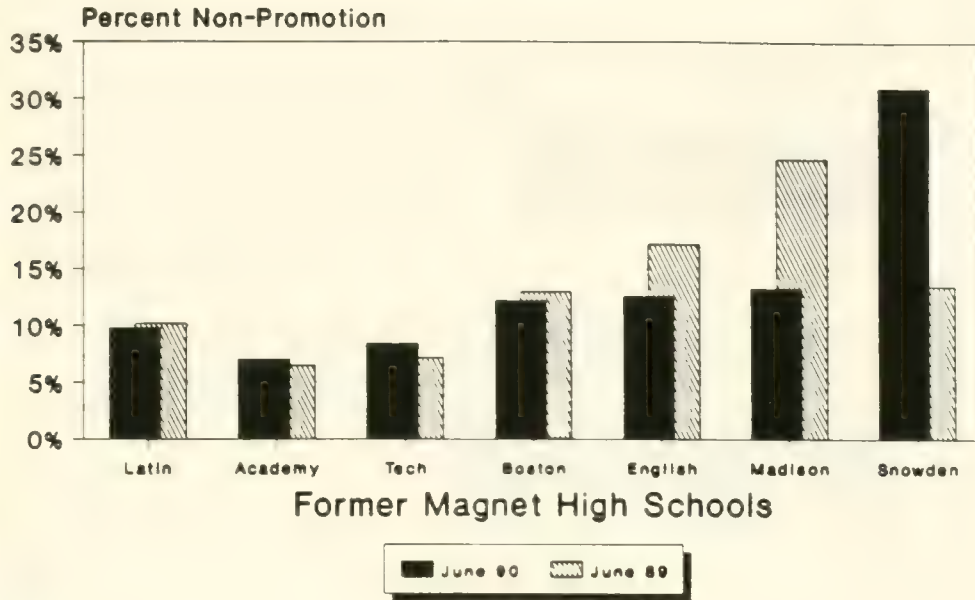
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HS Zone June 1990 Non-Promotes All Students



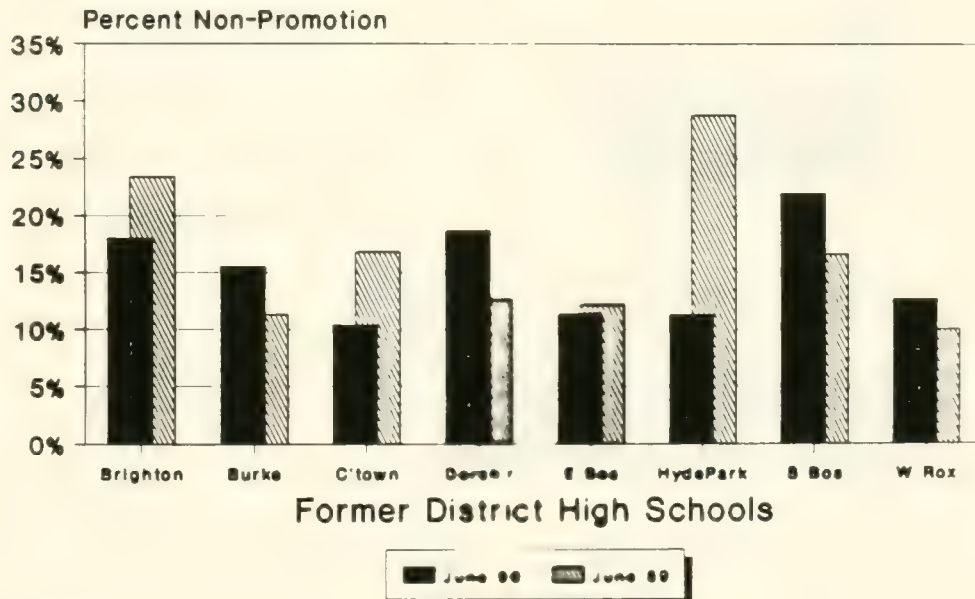
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HS Zone June Non-Promotes All Students



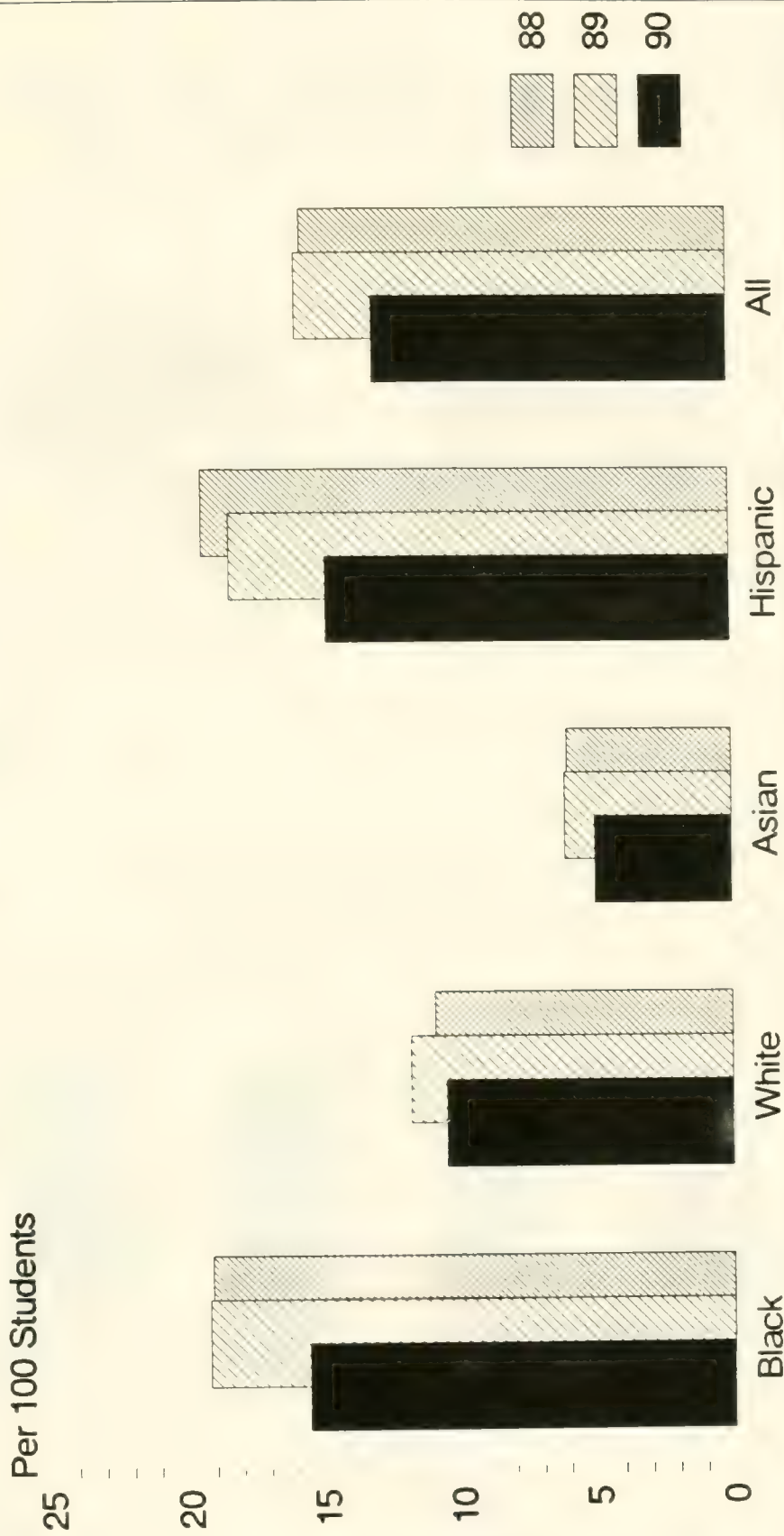
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HS Zone June Non-Promotes All Students

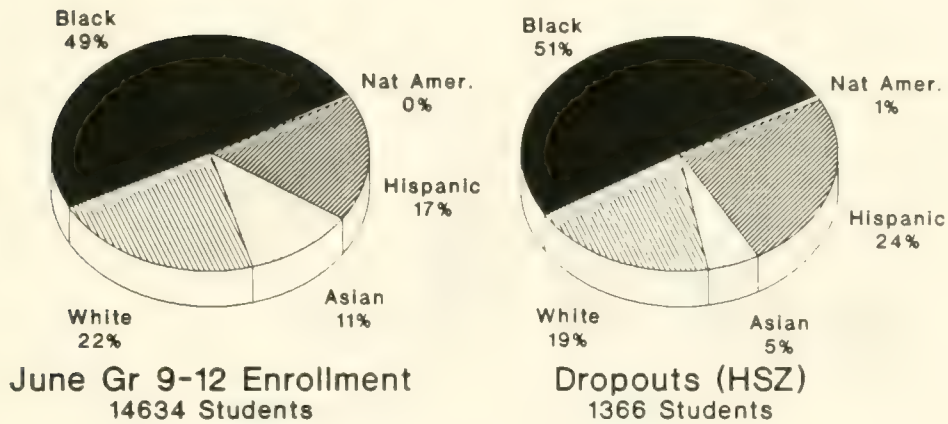


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June Potential Non-Promotes by Race

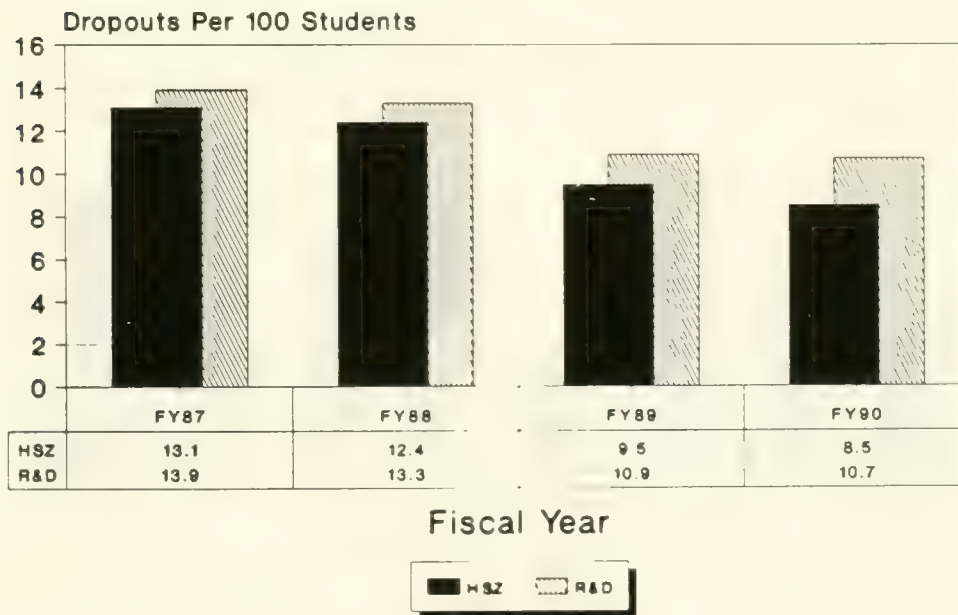


1989-90 Dropouts by Race BPS High School Students



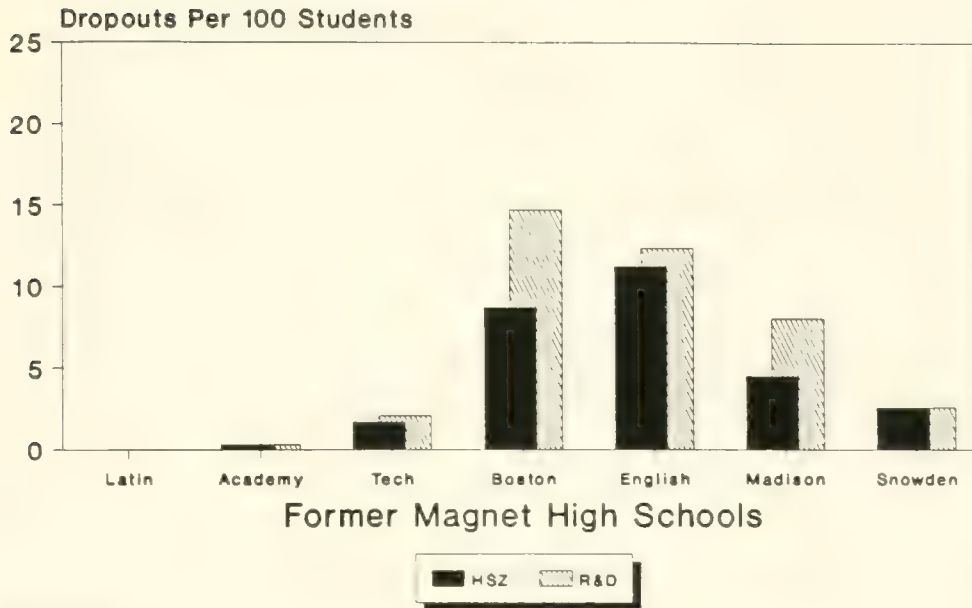
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Annual HS Dropout Rates BPS High School Students



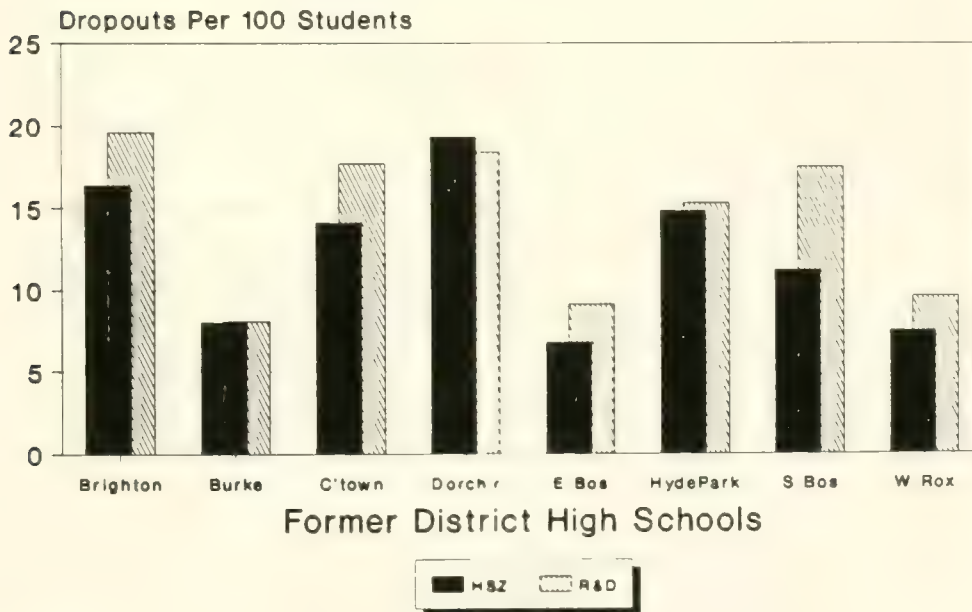
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FY90 Annual HS Dropout Rates All Students



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FY90 Annual HS Dropout Rates All Students

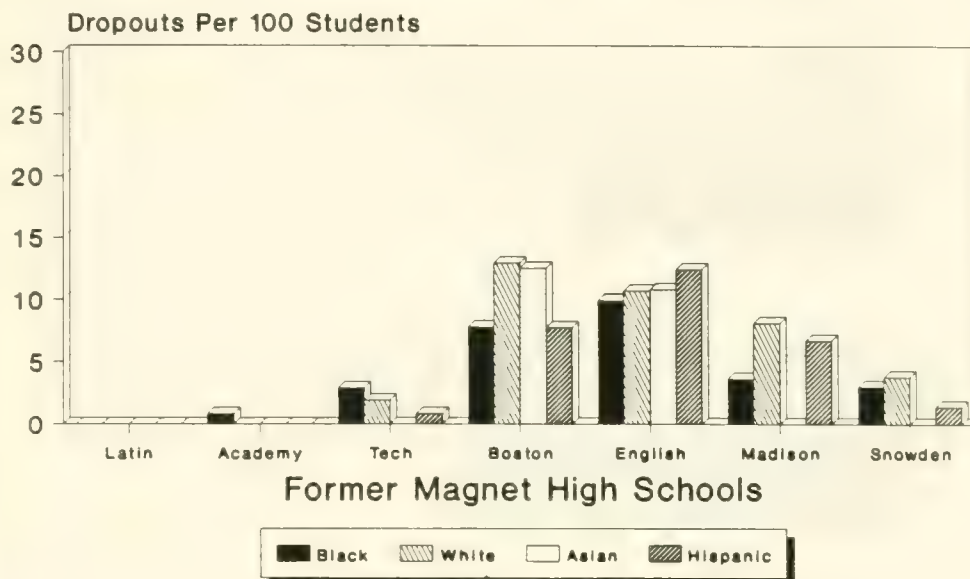


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FY90 Annual HS Dropout Rates

High School Zone Calculation

All Racial Groups

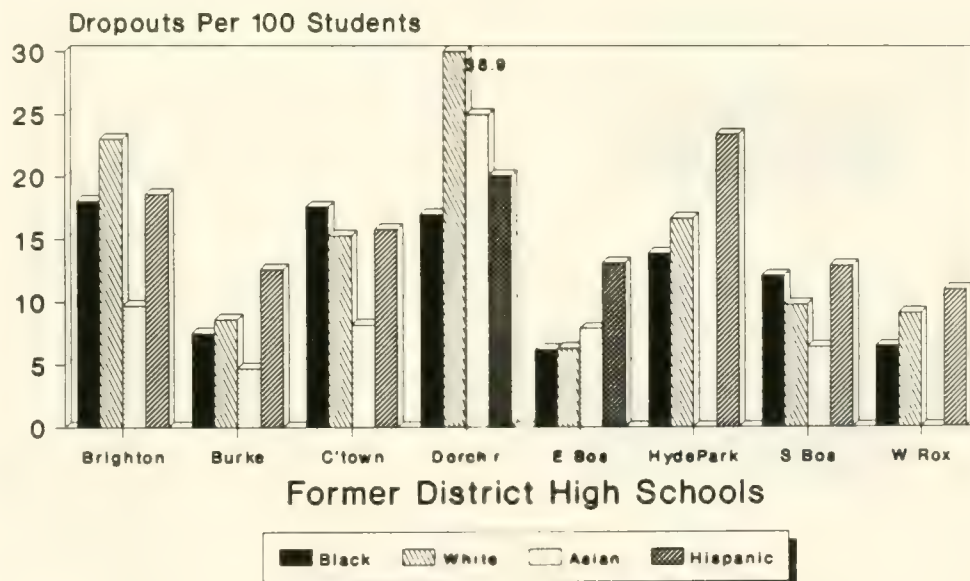


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fg 12/30/90

FY90 Annual HS Dropout Rates

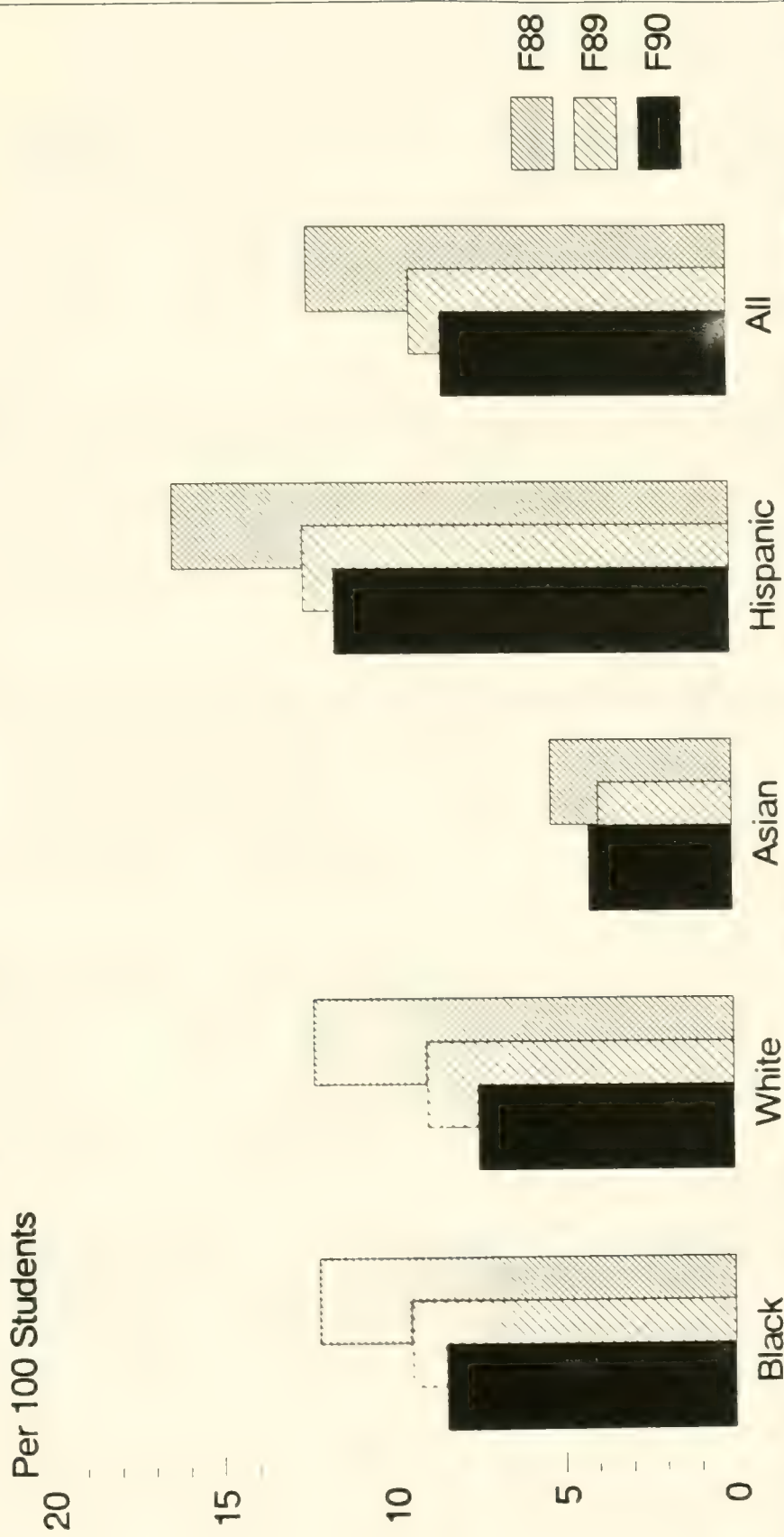
High School Zone Calculation

All Racial Groups



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fg 12/30/90

Annual Dropout Rates (HSZ) By Race



DROP89_T

HSZ:fg08/21/90

BPS High School Suspensions 1986 - 1990

- ✓ High School Suspension Rates
by Race
1986 - 1990
- ✓ Total Number of Suspensions
by School
1989 - 1990
- ✓ Monthly Suspensions
Per 1,000 Students
1986 - 1990
- ✓ School by School Comparison
1989 - 1990



FY87 High School Zone Suspensions by Race

Suspensions Per Thousand Students Per Month

School	B	B_E	B_SPT	W	W_E	W_SPT	A	A_E	A_SPT	H	H_E	H_SPT	NA	NA_E	Total	Tot_E	SPT
atin	19	508	3.7	13	1132	1.1	0	353	0.0	5	143	3.5	0	4	37	2140	1.7
cademy	44	456	9.6	43	603	7.1	3	162	1.9	11	74	14.9	0	7	101	1302	7.8
ech	52	503	10.3	14	191	7.3	1	264	0.4	4	103	3.9	0	4	71	1065	6.7
oston	39	301	13.0	8	96	8.3	0	4	0.0	6	126	4.8	0	4	53	531	10.0
righton	52	209	24.9	25	138	18.1	14	217	6.5	54	192	28.1	0	1	145	757	19.2
urke	86	485	17.7	1	51	2.0	0	13	0.0	2	50	4.0	0	6	89	605	14.7
harlestown	131	317	41.3	34	193	17.6	7	262	2.7	18	159	11.3	0	3	190	934	20.3
orchester	89	487	18.3	6	69	8.7	0	4	0.0	12	126	9.5	0	1	107	687	15.6
. Boston	56	152	36.8	105	549	19.1	1	39	2.6	9	52	17.3	1	4	172	796	21.6
nglish	287	860	33.4	54	215	25.1	0	45	0.0	88	261	33.7	0	2	429	1383	31.0
lyde Park	34	539	6.3	4	156	2.6	1	6	16.7	1	14	7.1	0	5	40	720	5.6
amaica Plain	246	379	64.9	10	86	11.6	0	4	0.0	27	229	11.8	1	3	284	701	40.5
Madison	273	989	27.6	17	138	12.3	0	23	0.0	55	352	15.6	0	3	345	1505	22.9
inowden	6	242	2.5	2	106	1.9	0	38	0.0	0	67	0.0	0	3	8	456	1.8
S. Boston	33	313	10.5	12	300	4.0	0	90	0.0	10	154	6.5	2	12	57	869	6.6
lmana	70	467	15.0	18	142	12.7	0	81	0.0	7	86	8.1	0	4	95	780	12.2
V. Roxbury	62	657	9.4	52	383	13.6	1	12	8.3	4	69	5.8	0	2	119	1123	10.6
IS Total:	1579	7864	20.1	418	4548	9.2	28	1617	1.7	313	2257	13.9	4	68	2342	16354	14.3
Exam School:	115	1467	7.8	70	1926	3.6	4	779	0.5	20	320	6.3	0	15	209	4507	4.6
Non-Exam T:	1464	6397	22.9	348	2622	13.3	24	838	2.9	293	1937	15.1	4	53	2133	11847	18.0
arter	0	9	0.0	0	6	0.0	0	0	0.0	0	13	0.0	0	0	0	28	0.0
Horace Mann	0	43	0.0	0	32	0.0	0	9	0.0	0	41	0.0	0	1	0	126	0.0
McKinley	27	184	14.7	9	86	10.5	0	4	0.0	6	36	16.7	0	0	42	310	13.5
Grand Total:	1606	8100	19.8	427	4672	9.1	28	1630	1.7	319	2347	13.6	4	69	2384	16818	14.2

Explanation

1. B = number of suspensions for Black; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in June; B_SPT = Number of suspensions per 1,000 Black students per month.
2. Tot_E = total June 87 actual K-12 enrollment; SPT = HSZ suspensions per 1,000 students per month.
3. The School Profile suspension figures of Horace Mann and McKinley School are incomplete.

Excel Template: F87Susp0.xls

Source: R&D School Profiles and the School Profile Tables files provided by OIS

Created: fg 04/15/89

Revised: fg 12/31/90 Rev. 1.1



FY88 High School Zone Suspensions by Race

Suspensions Per Thousand Students Per Month

School	B	B_E	B_SPT	W	W_E	W_SPT	A	A_E	A_SPT	H	H_E	H_SPT	NA	NA_E	Total	Tot_E	SPT
Clinton	32	522	6.1	21	1103	1.9	2	391	0.5	4	154	2.6	0	3	59	2173	2.7
Academy	70	443	15.8	35	521	6.7	2	170	1.2	1	72	1.4	2	8	110	1214	9.1
Sch	52	470	11.1	3	136	2.2	7	275	2.5	3	98	3.1	0	4	65	983	6.6
Boston	53	343	15.5	5	105	4.8	0	6	0.0	19	162	11.7	0	5	77	621	12.4
Brighton	68	191	35.6	41	104	39.4	32	194	16.5	33	149	22.1	3	4	177	642	27.6
Curke	56	513	10.9	3	40	7.5	0	15	0.0	3	66	4.5	1	5	63	639	9.9
Dorchester	76	305	24.9	33	184	17.9	5	251	2.0	16	183	8.7	1	2	131	925	14.2
Manchester	52	438	11.9	4	43	9.3	0	9	0.0	4	123	3.3	0	1	60	614	9.8
Boston	33	137	24.1	117	516	22.7	3	40	7.5	9	48	18.8	0	4	162	745	21.7
English	264	914	28.9	18	181	9.9	0	43	0.0	101	285	35.4	0	1	383	1424	26.9
Hyde Park	42	540	7.8	6	128	4.7	0	3	0.0	1	7	14.3	0	3	49	681	7.2
Jamaica Plain	123	327	37.6	8	68	11.8	0	2	0.0	50	262	19.1	4	4	185	663	27.9
Madison	337	943	35.7	25	110	22.7	0	32	0.0	67	310	21.6	4	3	433	1398	31.0
Snowden	14	248	5.6	0	109	0.0	0	37	0.0	0	55	0.0	0	3	14	452	3.1
W. Boston	39	310	12.6	1	301	0.3	0	85	0.0	10	150	6.7	1	7	51	853	6.0
W. Mansa	85	419	20.3	8	132	6.1	0	73	0.0	13	97	13.4	0	1	106	722	14.7
W. Roxbury	34	612	5.6	31	357	8.7	4	13	30.8	1	75	1.3	0	3	70	1060	6.6
IS Total:	1430	7675	18.6	359	4138	8.7	55	1639	3.4	335	2296	14.6	16	61	2195	15809	13.9
Exam Schools:	154	1435	10.7	59	1760	3.4	11	836	1.3	8	324	2.5	2	15	234	4370	5.4
Non-Exam T:	1276	6240	20.4	300	2378	12.6	44	803	5.5	327	1972	16.6	14	46	1961	11439	17.1
Carter +	0	10	0.0	0	7	0.0	0	0	0.0	0	11	0.0	0	0	0	28	0.0
Horace Mann +	6	37	16.2	10	33	30.3	0	11	0.0	4	43	9.3	0	0	20	124	16.1
McKinley +	35	197	17.8	6	80	7.5	0	2	0.0	19	44	43.2	0	2	60	325	18.5
Grand Total:	1471	7919	18.6	375	4258	8.8	55	1652	3.3	358	2394	15.0	16	63	2275	16286	14.0

Explanation

1. B = number of suspensions for Black; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in June; B_SPT = number of suspensions per 1,000 Black students per month.
2. Tot_E = total student enrollment (June 1988); SPT = number of suspensions per 1,000 students per month.
3. The School Profile suspension figures of McKinley School are incomplete.

Excel Template: F88Susp0.xls Rev. 1.2

Source: R&D School Profiles and School Profile Tables provided by OIS

Created: fg04/09/89

Revised: fg08/18/89

FY89 High School Zone Suspensions by Race

Suspensions Per Thousand Students Per Month

School	B	B_E	B_SPT	W	W_E	W_SPT	A	A_E	A_SPT	H	H_E	H_SPT	NA	NA_E	Total	Tot_E	SPT
St. Martin	13	509	2.6	11	1066	1.0	0	402	0.0	10	169	5.9	1	2	35	2148	1.6
Academy	41	441	9.3	40	503	8.0	2	190	1.1	10	80	12.5	3	7	96	1221	7.9
Arch	32	402	8.0	0	107	0.0	1	290	0.3	0	89	0.0	0	3	33	891	3.7
Boston	53	376	14.1	11	101	10.9	0	8	0.0	13	183	7.1	1	3	78	671	11.6
Brighton	56	196	28.6	25	84	29.8	22	237	9.3	33	211	15.6	0	2	136	730	18.6
Brookline	49	508	9.6	3	21	14.3	0	27	0.0	2	68	2.9	0	4	54	628	8.6
Charlestown	91	256	35.5	26	156	16.7	2	273	0.7	20	183	10.9	1	3	140	871	16.1
Dorchester	62	417	14.9	4	31	12.9	0	7	0.0	12	144	8.3	0	1	78	600	13.0
Dorchester	56	142	39.4	106	473	22.4	5	29	17.2	15	48	31.3	0	6	182	698	26.1
English	171	908	18.8	26	156	16.7	0	41	0.0	33	255	12.9	2	4	232	1364	17.0
Faneuil Park	50	555	9.0	5	123	4.1	0	3	0.0	1	18	5.6	1	2	57	701	8.1
Jamaica Plain	98	332	29.5	7	67	10.4	0	5	0.0	29	319	9.1	2	5	136	728	18.7
Madison	187	1064	17.6	8	116	6.9	0	32	0.0	32	362	8.8	3	7	230	1581	14.5
Newton	7	238	2.9	3	103	2.9	0	43	0.0	1	66	1.5	0	2	11	452	2.4
North Boston	37	307	12.1	4	294	1.4	0	79	0.0	3	123	2.4	0	8	44	811	5.4
Quincy	52	401	13.0	12	142	8.5	0	63	0.0	1	87	1.1	0	5	65	698	9.3
West Roxbury	61	587	10.4	51	328	15.5	0	17	0.0	3	73	4.1	0	0	115	1005	11.4
HS Total:	1116	7639	14.6	342	3871	8.8	32	1746	1.8	218	2478	8.8	14	64	1722	15798	10.9
Exam School:	86	1352	6.4	51	1676	3.0	3	882	0.3	20	338	5.9	4	12	164	4260	3.8
Non-Exam T:	1030	6287	16.4	291	2195	13.3	29	864	3.4	198	2140	9.3	10	52	1558	11538	13.5
Carver	0	7	0.0	0	5	0.0	0	0	0.0	0	13	0.0	0	0	0	25	0.0
Horace Mann	1	32	3.1	8	34	23.5	0	13	0.0	8	45	17.8	0	0	17	124	13.7
McKinley	213	212	100.5	37	70	52.9	1	3	33.3	30	31	96.8	0	2	281	318	88.4
HSZ Total:	1330	7890	16.9	387	3980	9.7	33	1762	1.9	256	2567	10.0	14	66	2020	16265	12.4

Explanation

1. B = number of suspensions for Black; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in June; B_SPT = number of suspensions per 1,000 Black students per month.
2. Tot_E = total student enrollment (June 89); SPT = suspensions per 1,000 students per month

Excel Template: F89Susp0.xls Rev. 1.1

Based on the School Profile Tables provided by OIS

Created: fg04/09/89

Revised: fg12/15/89

FY90 High School Zone Suspensions by Race

Suspensions Per Thousand Students Per Month

School	B	B_E	B_SPT	W	W_E	W_SPT	A	A_E	A_SPT	H	H_E	H_SPT	NA	NA_E	Total	Tot_E	SPT
Clinton	8	512	1.6	12	1094	1.1	4	424	0.9	4	181	2.2	0	3	28	2214	1.3
Academy	37	420	8.8	31	516	6.0	0	242	0.0	7	86	8.1	0	5	75	1269	5.9
Beach +	38	647	5.9	1	118	0.8	5	357	1.4	5	140	3.6	0	5	49	1267	3.9
Boston	48	416	11.5	8	128	6.3	0	7	0.0	16	274	5.8	0	8	72	833	8.6
Brighton	104	290	35.9	13	87	14.9	12	288	4.2	60	250	24.0	0	0	189	915	20.7
Burke	37	627	5.9	1	32	3.1	2	41	4.9	0	83	0.0	1	4	41	787	5.2
Charlestown	78	258	30.2	35	161	21.7	5	270	1.9	29	235	12.3	2	1	149	925	16.1
Dorchester	53	477	11.1	2	33	6.1	0	9	0.0	8	163	4.9	0	2	63	684	9.2
East Boston	57	166	34.3	102	450	22.7	5	35	14.3	14	53	26.4	3	5	181	709	25.5
English	67	507	13.2	5	134	3.7	0	33	0.0	61	459	13.3	0	2	133	1135	11.7
Flyde Park	293	706	41.5	46	135	34.1	0	7	0.0	20	49	40.8	3	3	362	900	40.2
Madison +	134	1141	11.7	7	106	6.6	0	39	0.0	30	362	8.3	0	8	171	1656	10.3
Snowden	5	226	2.2	1	102	1.0	0	45	0.0	4	68	5.9	0	1	10	442	2.3
South Boston	75	326	23.0	45	333	13.5	0	73	0.0	24	155	15.5	1	5	145	892	16.3
West Roxbury	61	838	7.3	50	309	16.2	0	15	0.0	11	105	10.5	0	3	122	1270	9.6
HS Total:	1095	7557	14.5	359	3738	9.6	33	1885	1.8	293	2663	11.0	10	55	1790	15898	11.3
Exam:	83	1579	5.3	44	1728	2.5	9	1023	0.9	16	407	3.9	0	13	152	4750	3.2
Non-Exam T:	1012	5978	16.9	315	2010	15.7	24	862	2.8	277	2256	12.3	10	42	1638	11148	14.7
Carter +	0	7	0.0	0	2	0.0	0	1	0.0	0	13	0.0	0	0	0	23	0.0
Horace Mann +	5	34	17.6	8	30	26.7	0	11	0.0	8	48	16.7	0	0	22	123	17.9
McKinley +	222	205	108.3	57	58	98.3	0	3	0.0	33	31	106.5	0	3	312	300	104.0
Grand Total:	1323	7803	17.0	424	3828	11.1	33	1900	1.7	334	2755	12.1	10	58	2124	16344	13.0

Explanation

1. B = number of suspensions for Black; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in June; B_SPT = Number of suspensions per 1,000 Black students per month.
2. Tot_E = total June 90 actual k-12 enrollment (note the + sign); SPT = HSZ suspensions per 1,000 students.

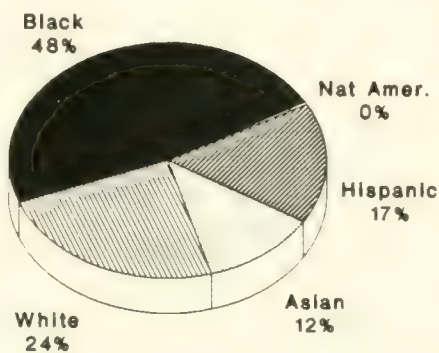
Excel Template: F90Susp0.xls

Source: School Profile Tables files provided by OIS

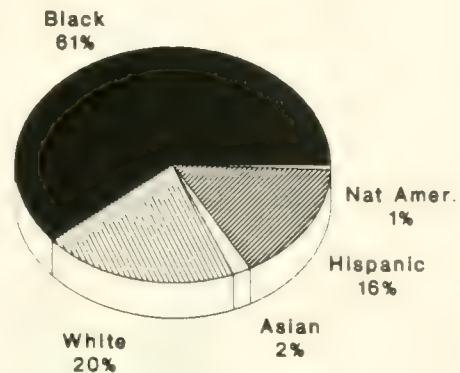
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Revised: fg 12/31/90 Rev. 1.0

1989-90 Total Suspensions BPS High School Students



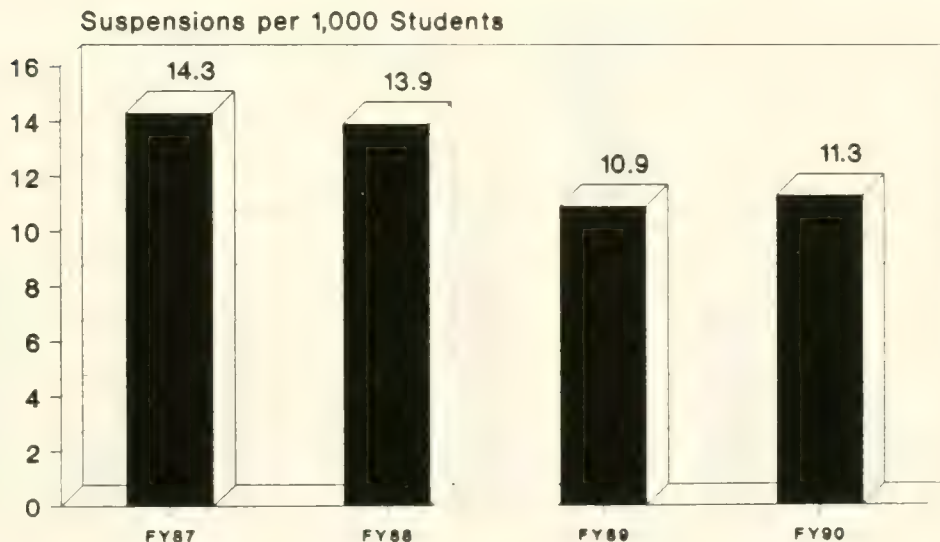
June Enrollment
15898 Students



Total Suspensions
1790 Students

bps90_2.cht
fg 01/05/90

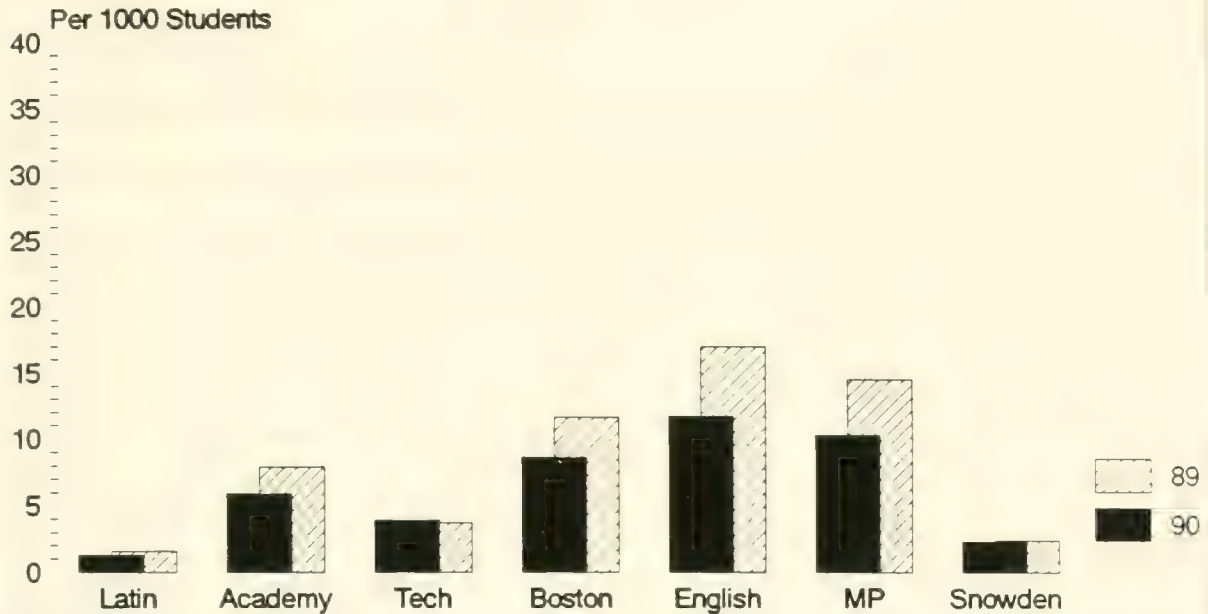
1986-90 Monthly Suspensions BPS High School Students



Fiscal Year

bps902a.cht
fg 01/05/91

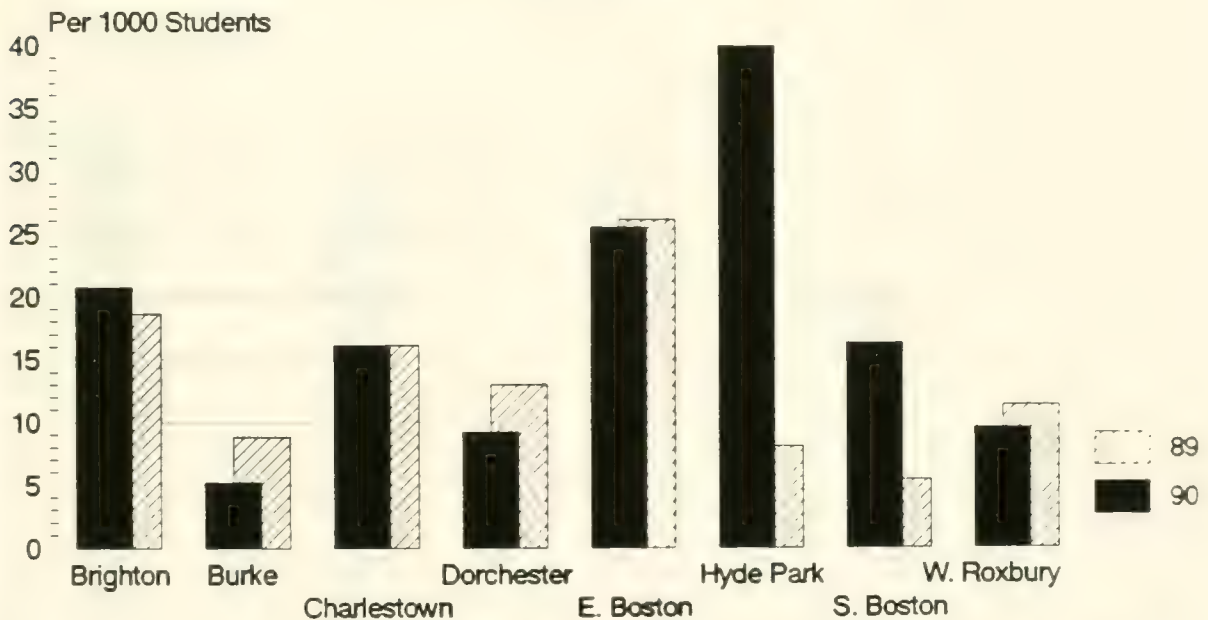
Average Monthly Suspensions All Students



HSZ:fg08/21/90

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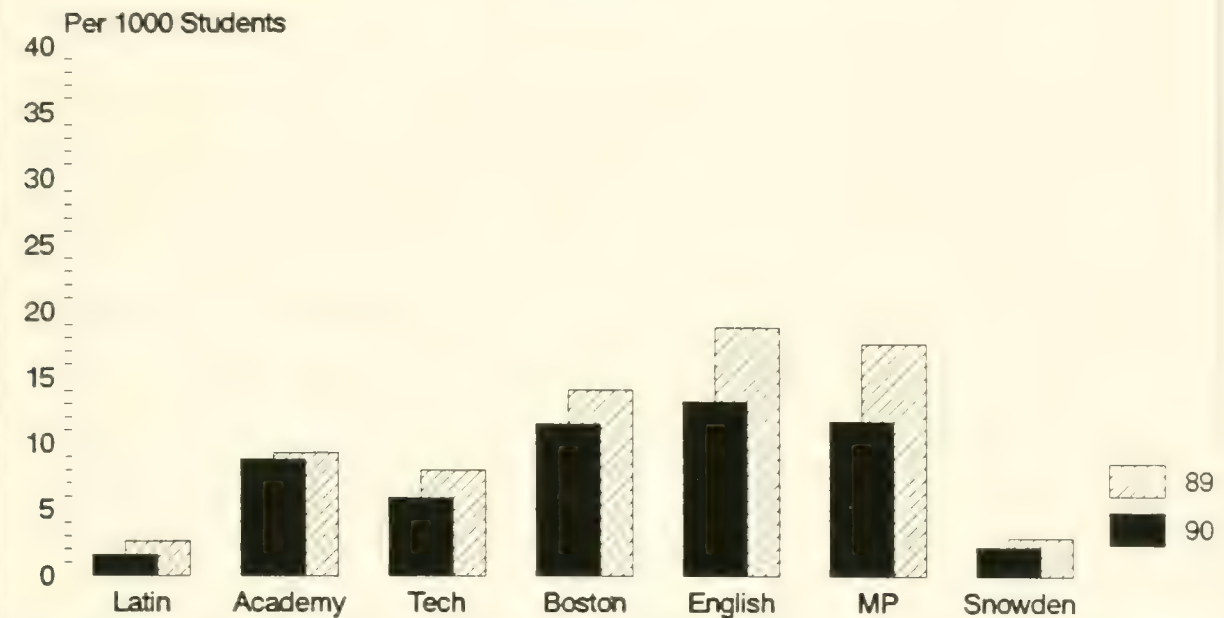
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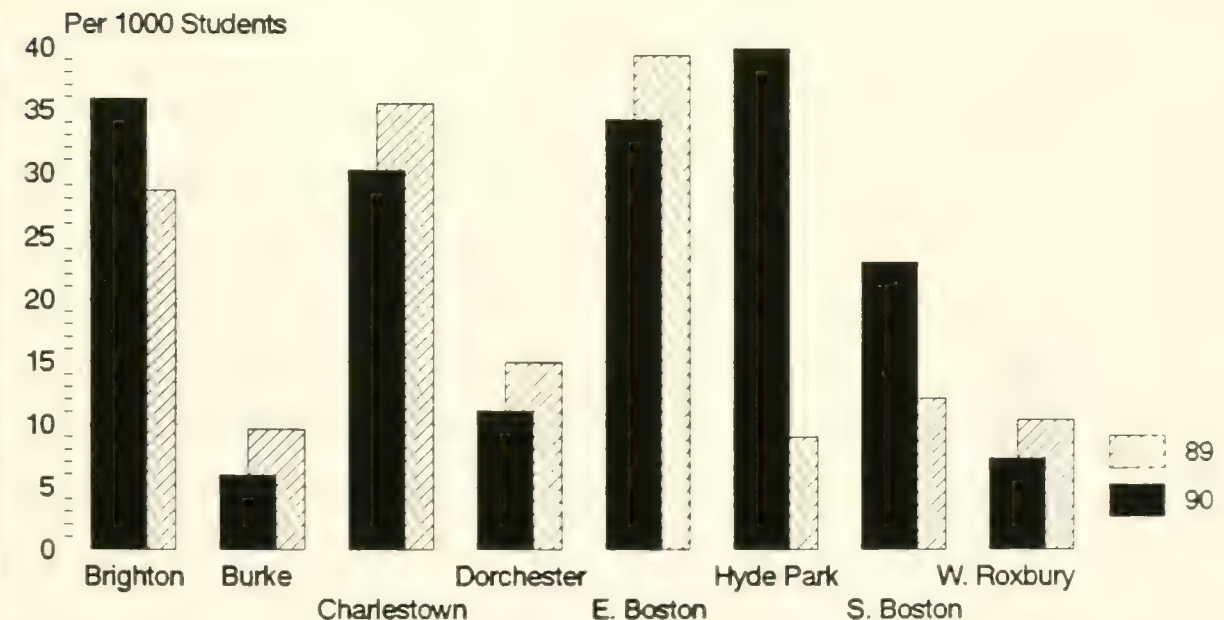
Average Monthly Suspensions Black



HSZ:fg08/21/90

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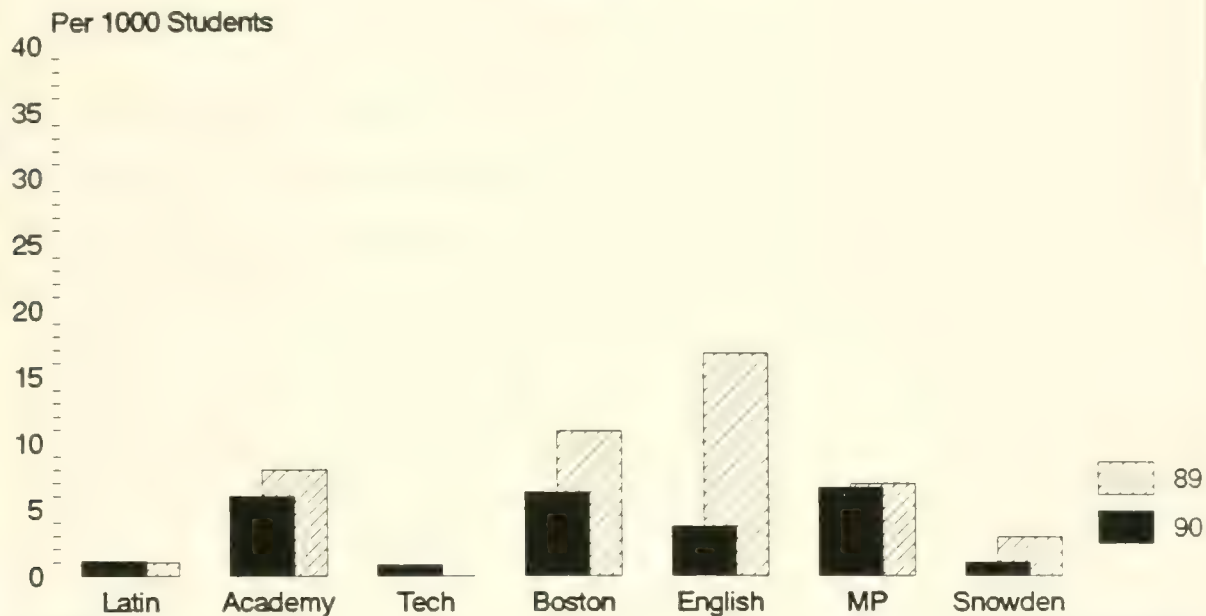
Average Monthly Suspensions Black



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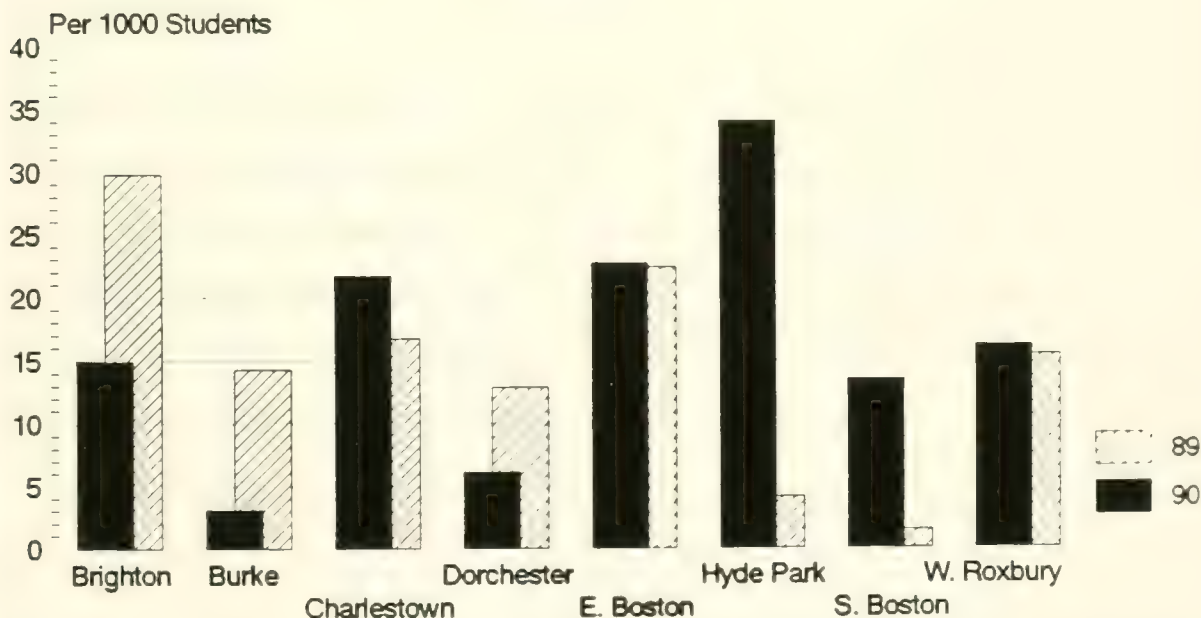
Average Monthly Suspensions White



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Average Monthly Suspensions White



HSZ:fg08/21/90

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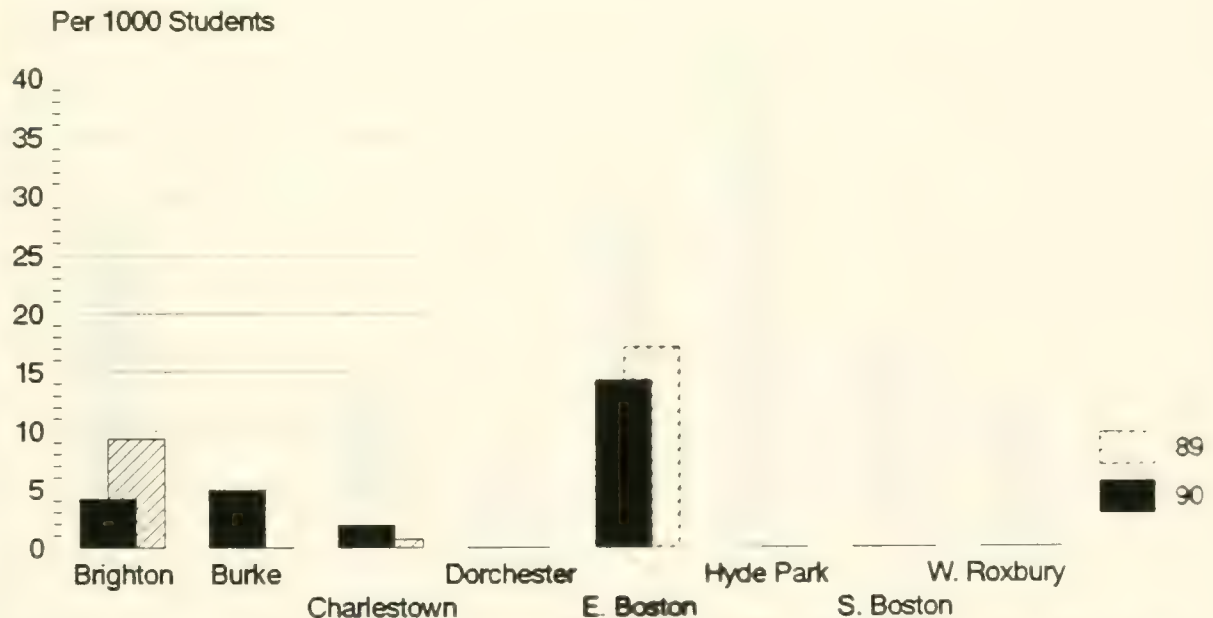
Average Monthly Suspensions Asian



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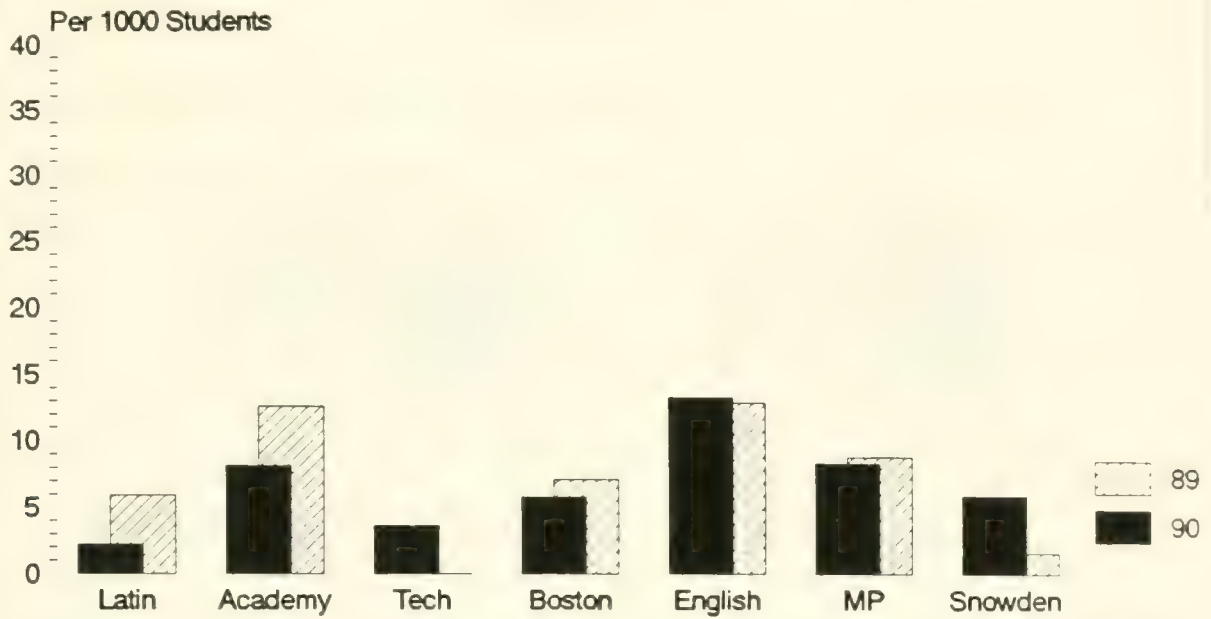
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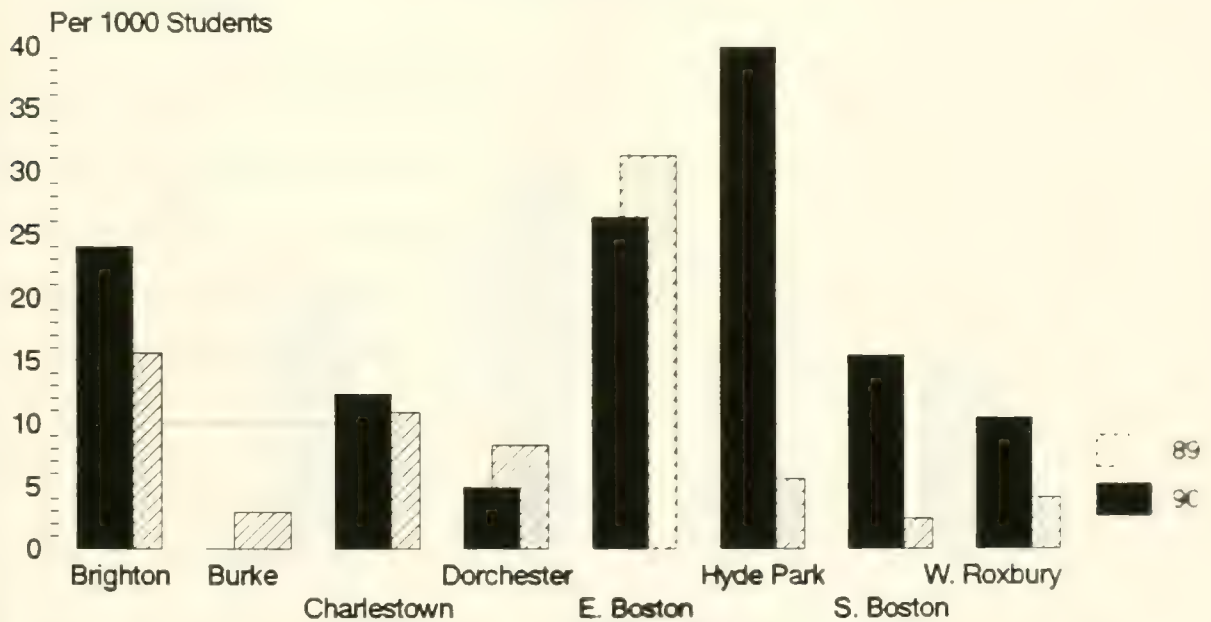
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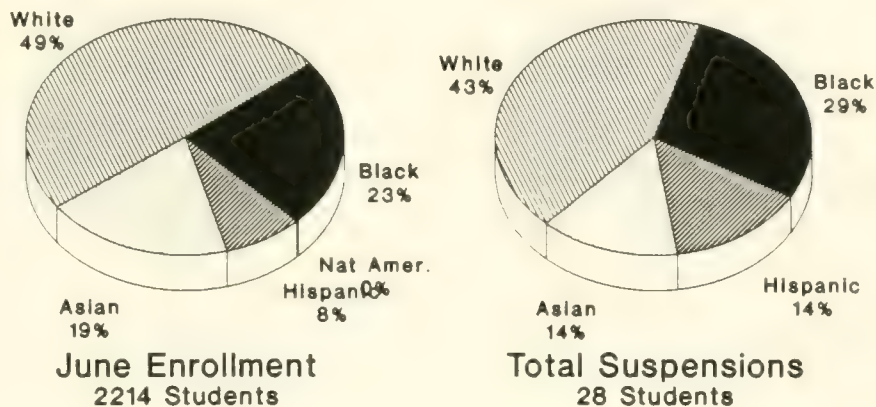
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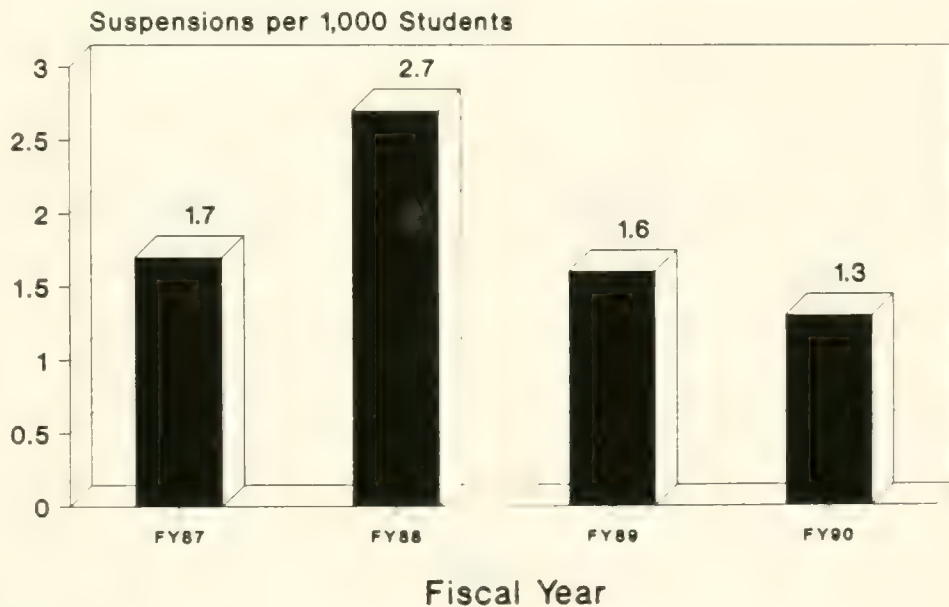
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1989-90 Total Suspensions Boston Latin



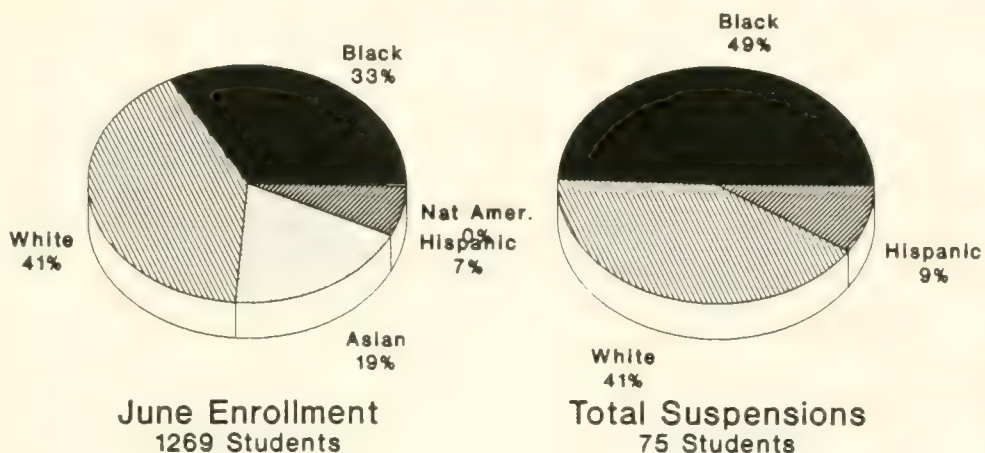
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1986-90 Monthly Suspensions Boston Latin



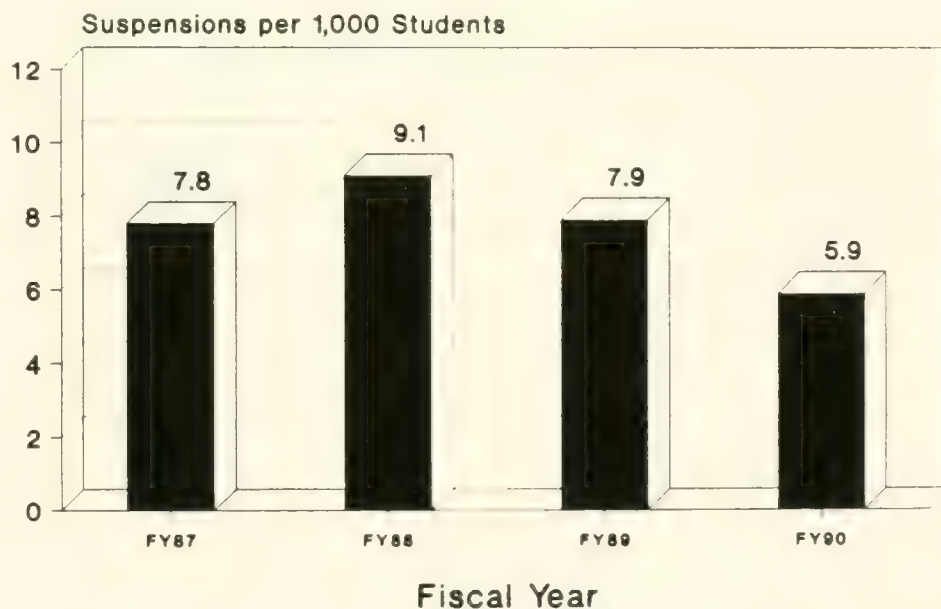
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1989-90 Total Suspensions Latin Academy



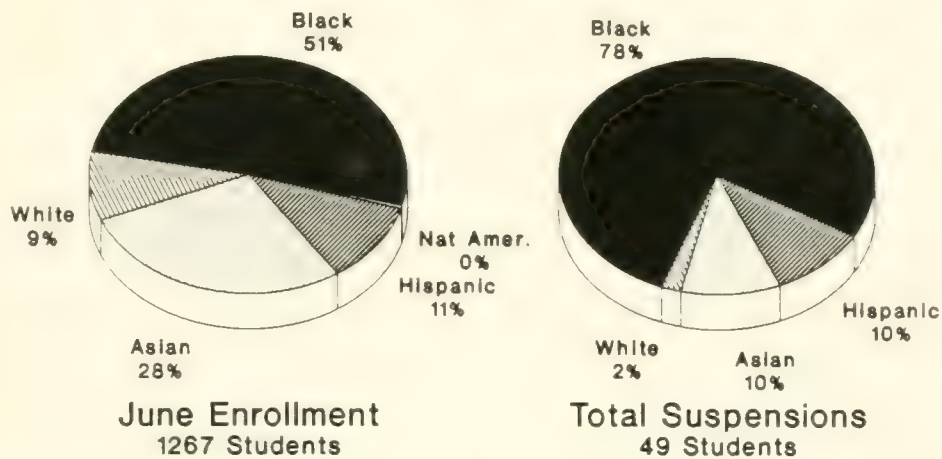
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1986-90 Monthly Suspensions Latin Academy



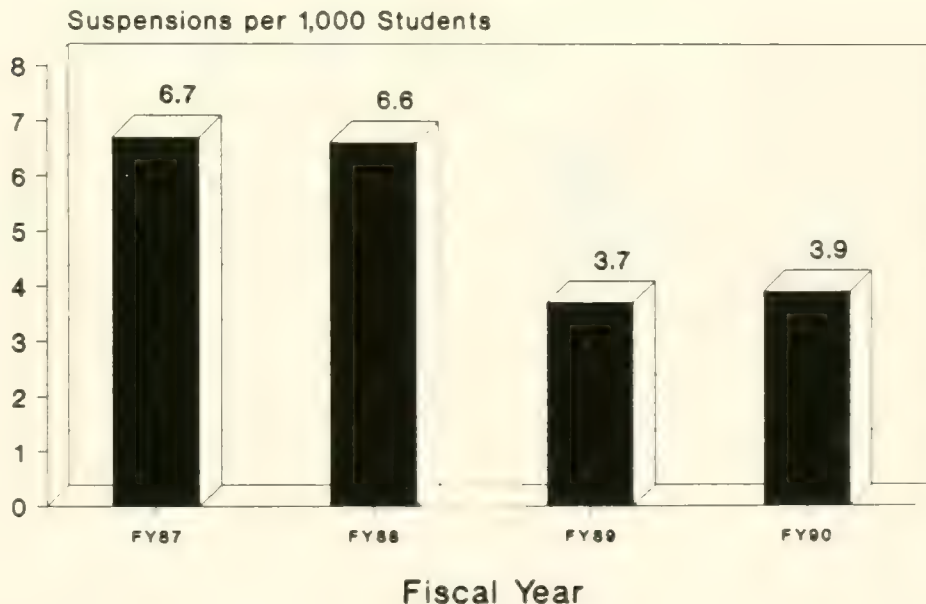
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1989-90 Total Suspensions Boston Technical



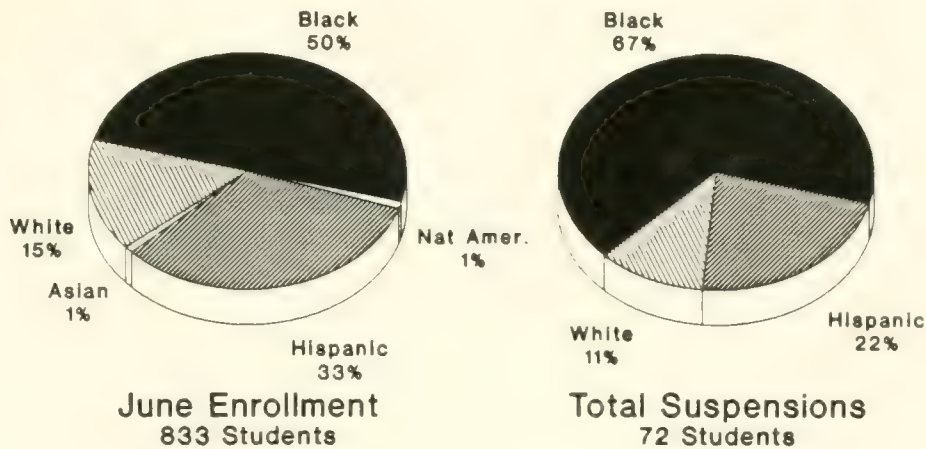
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1986-90 Monthly Suspensions Boston Technical



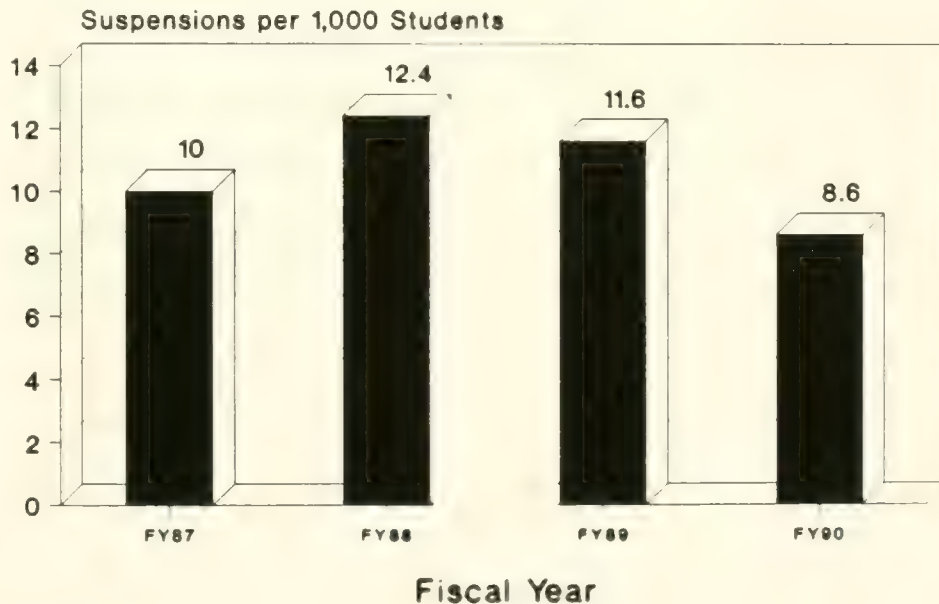
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1989-90 Total Suspensions Boston High



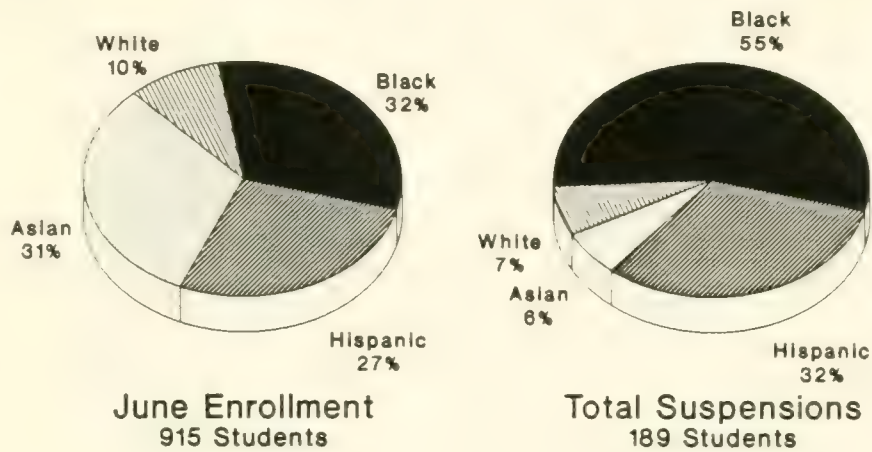
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1986-90 Monthly Suspensions Boston High



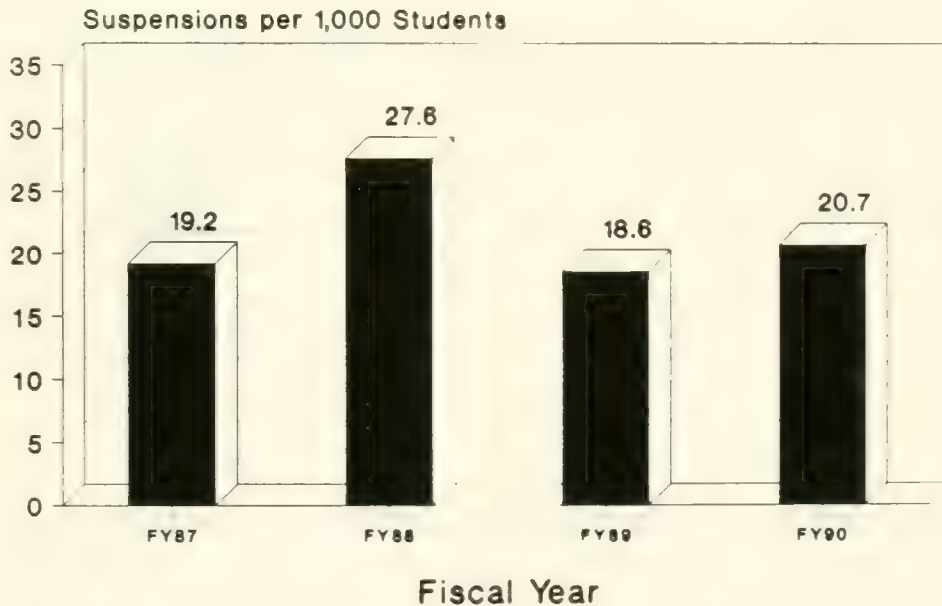
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1989-90 Total Suspensions Brighton High



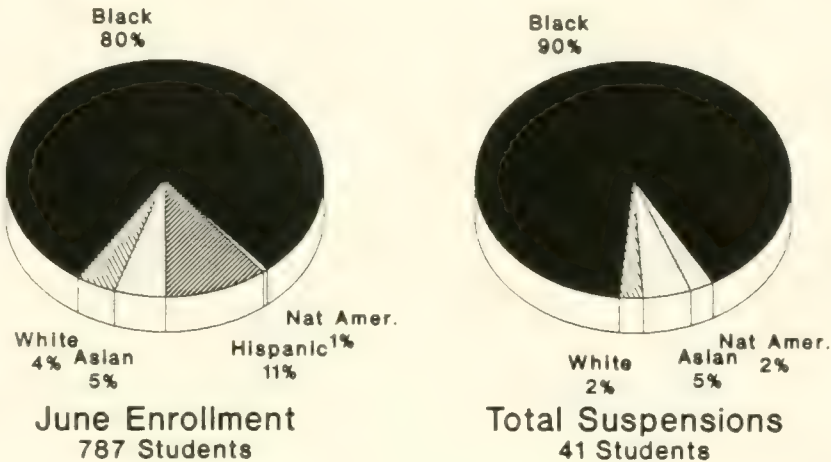
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1986-90 Monthly Suspensions Brighton High



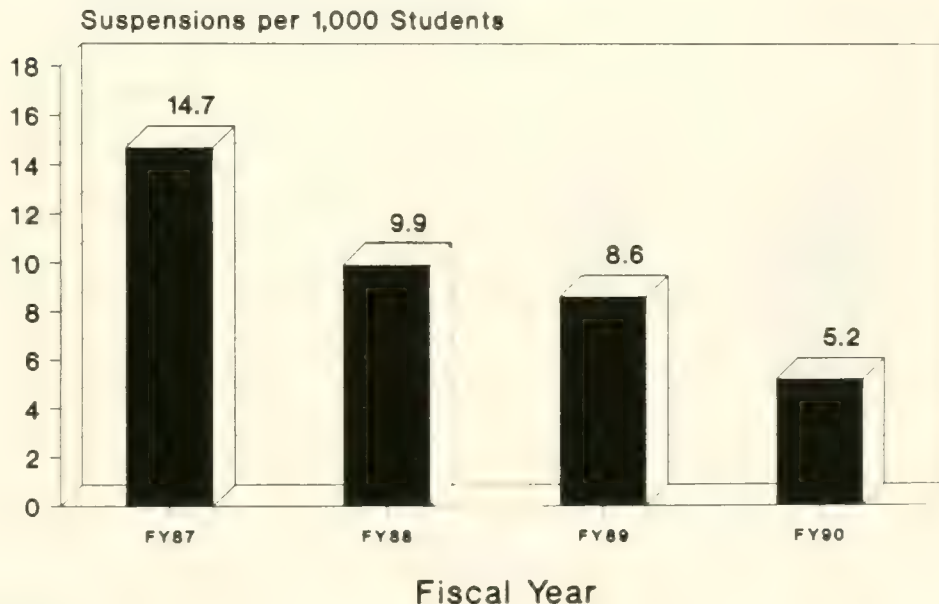
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1989-90 Total Suspensions Burke High



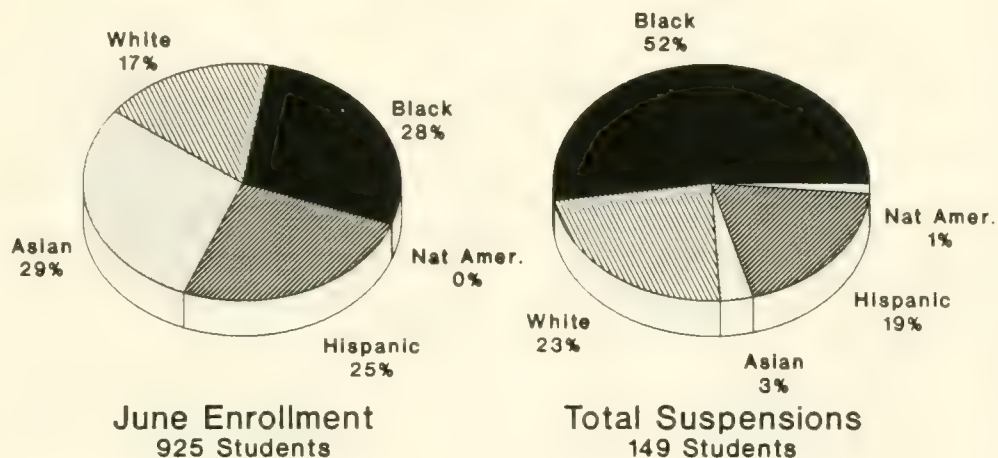
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1986-90 Monthly Suspensions Burke High



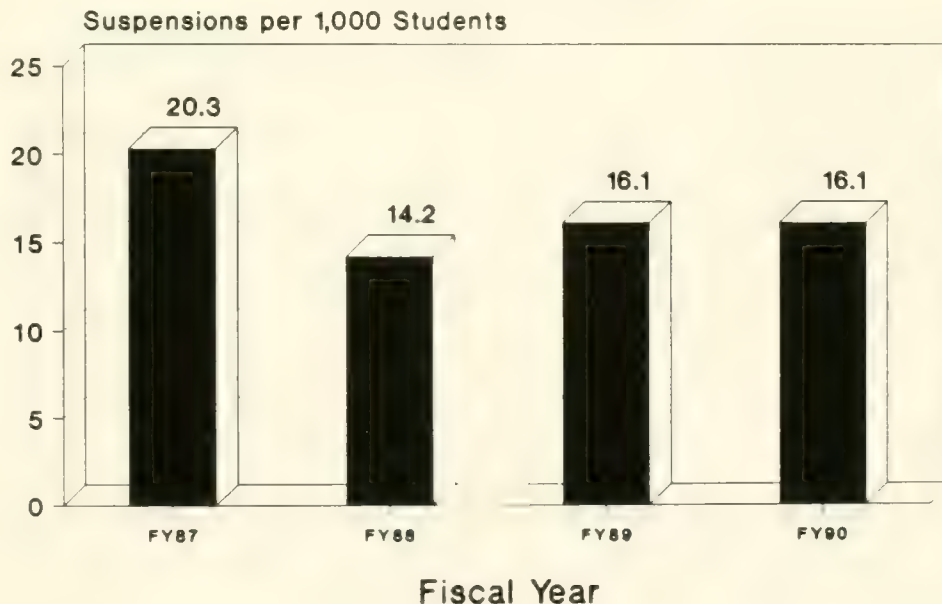
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1989-90 Total Suspensions Charlestown High



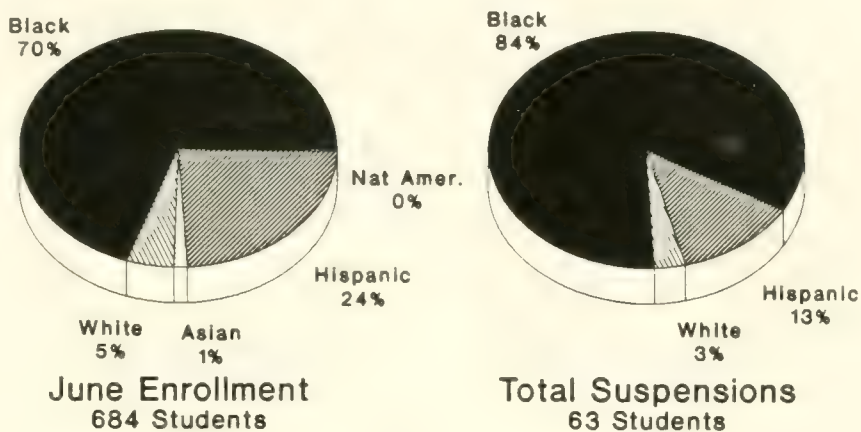
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1986-90 Monthly Suspensions Charlestown High



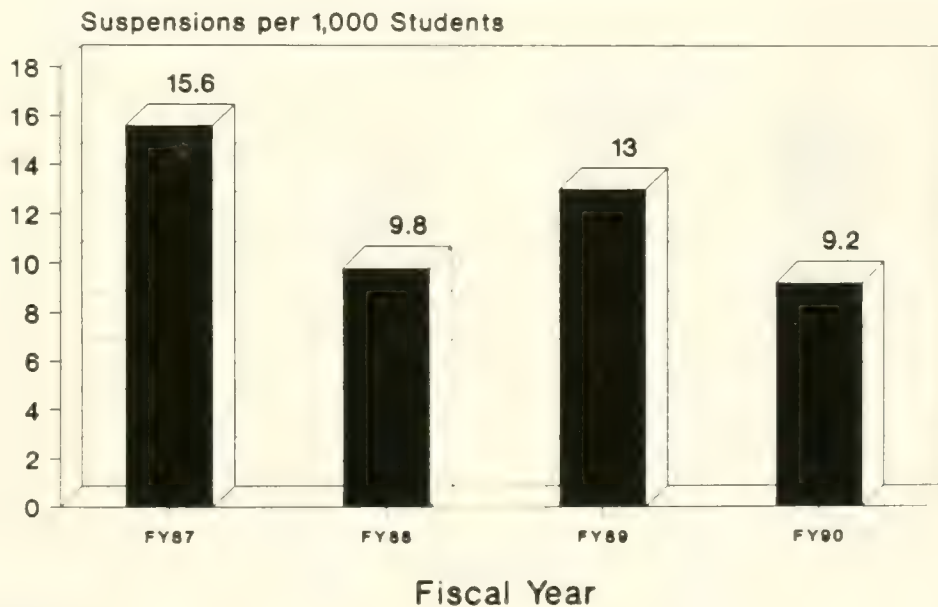
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1989-90 Total Suspensions Dorchester High



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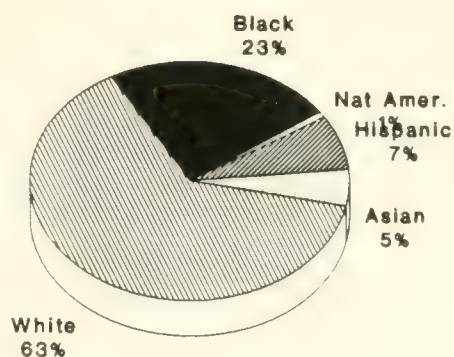
1986-90 Monthly Suspensions Dorchester High



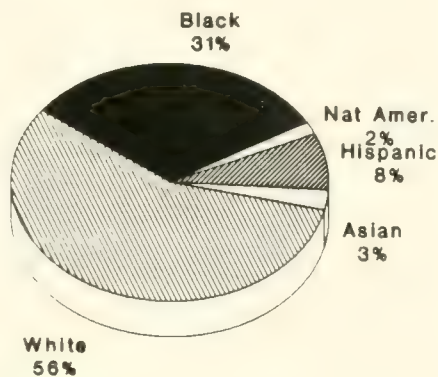
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1989-90 Total Suspensions East Boston High



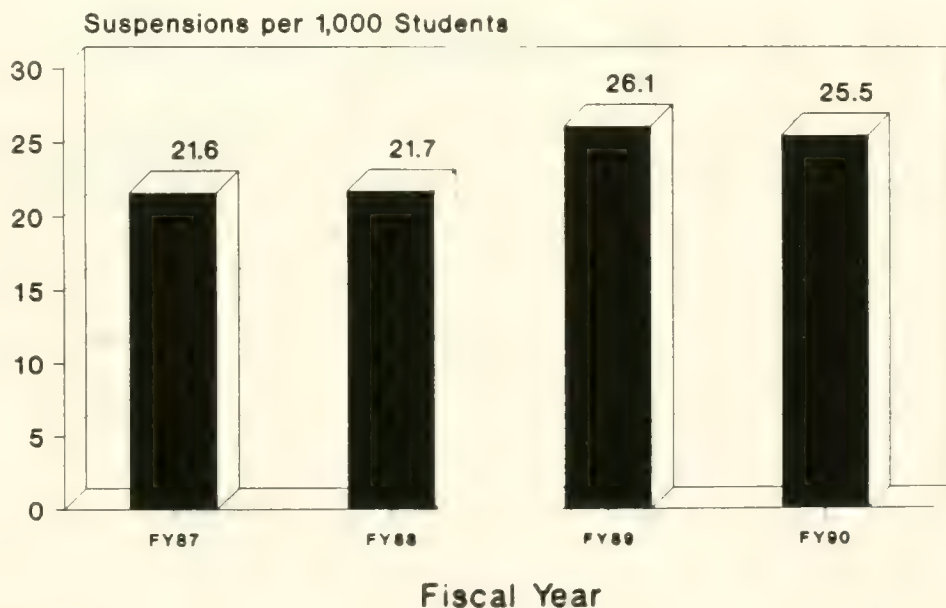
June Enrollment
709 Students



Total Suspensions
181 Students

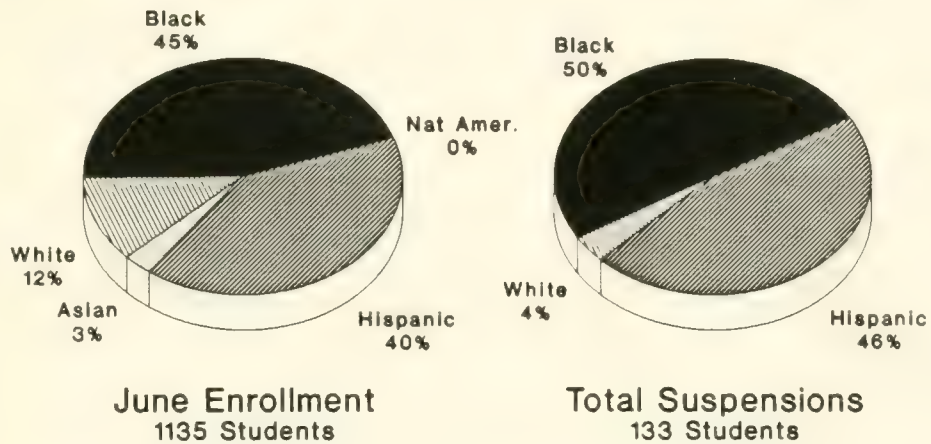
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1986-90 Monthly Suspensions East Boston High



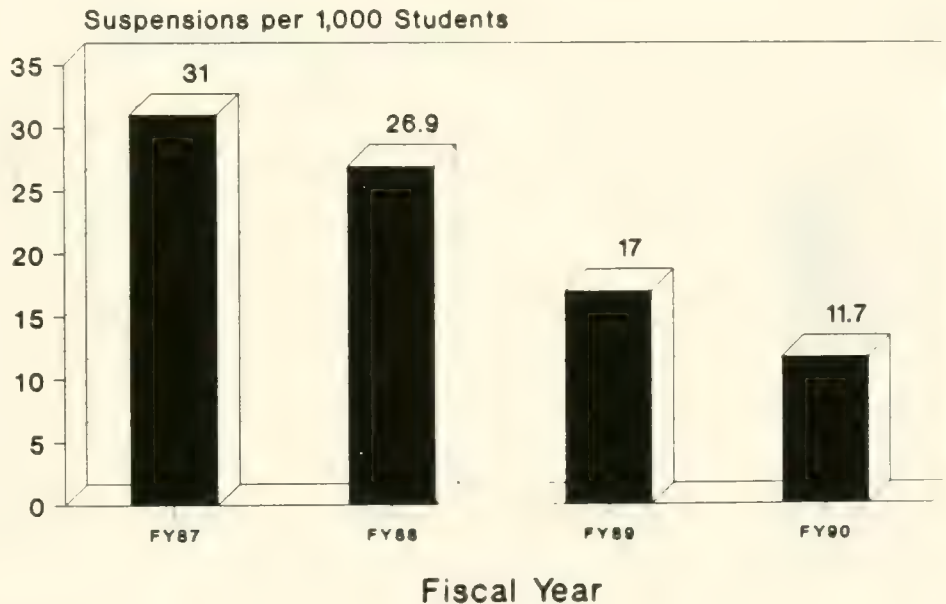
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1989-90 Total Suspensions English High



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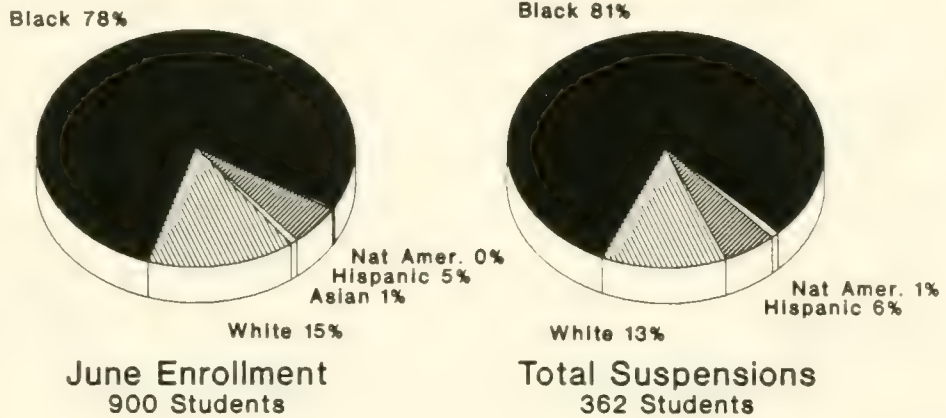
1986-90 Monthly Suspensions English High



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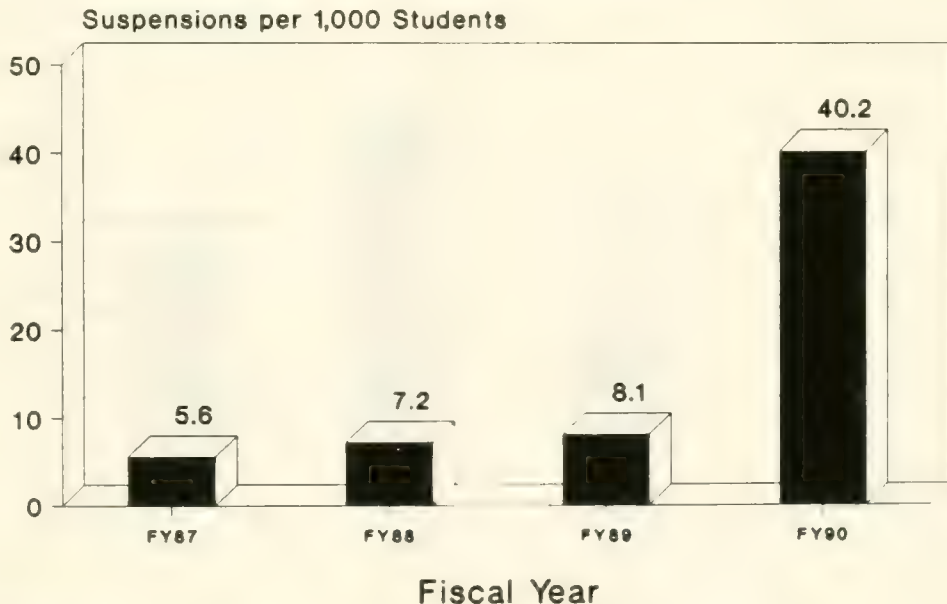


1989-90 Total Suspensions Hyde Park High



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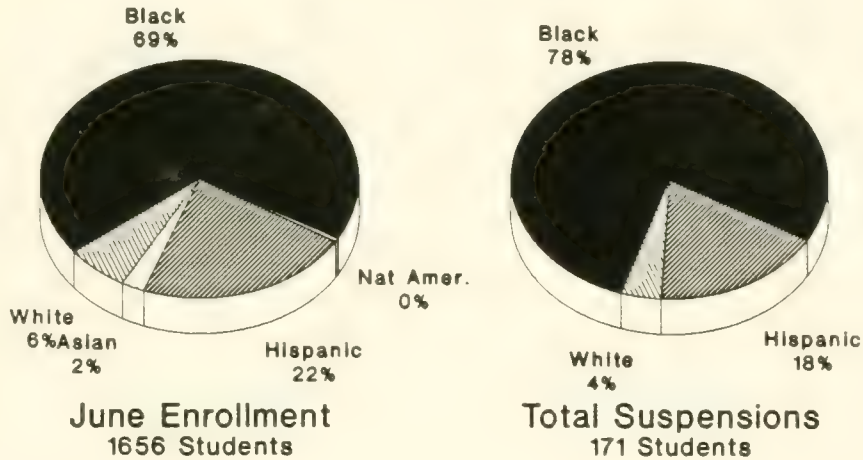
1986-90 Monthly Suspensions Hyde Park High



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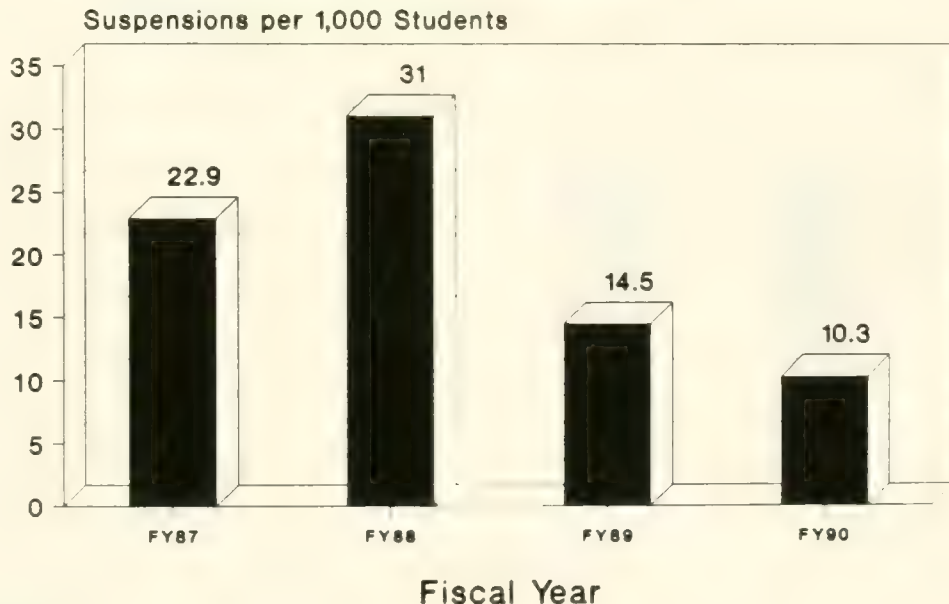


1989-90 Total Suspensions Madison Park/Humphrey Center



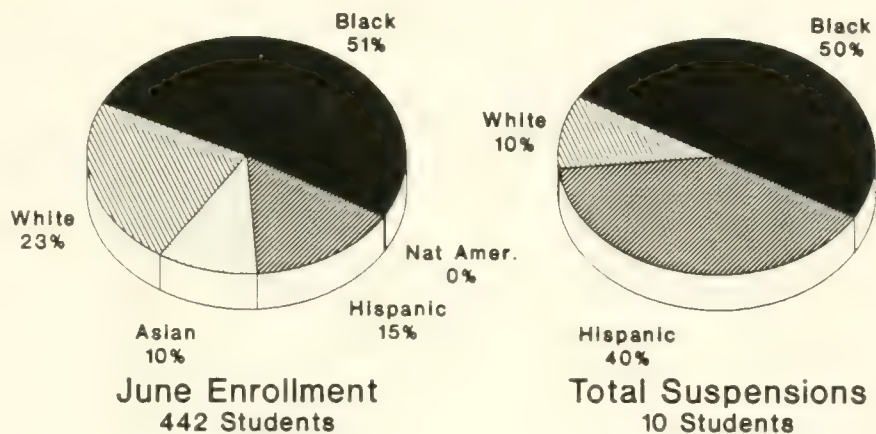
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1986-90 Monthly Suspensions Madison Park/Humphrey Center



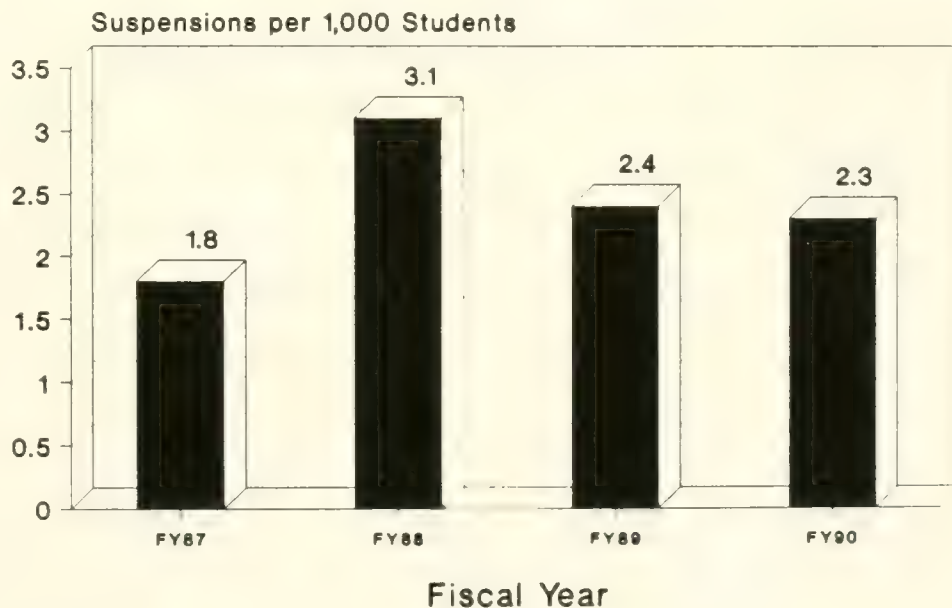
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1989-90 Total Suspensions Snowden International



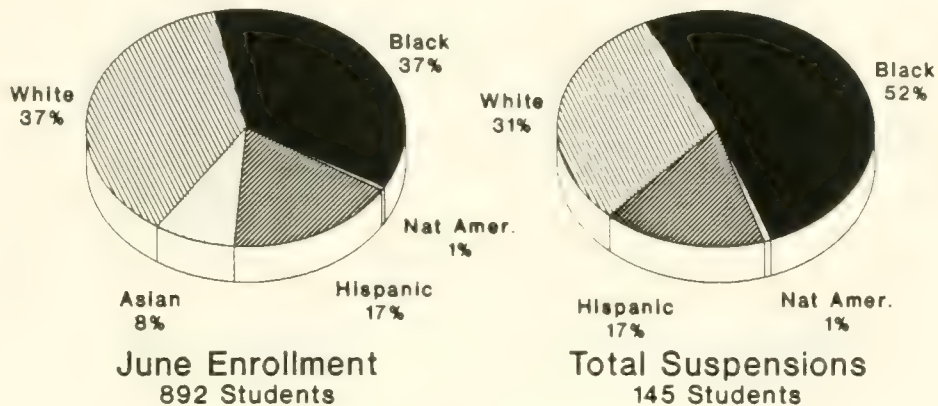
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1986-90 Monthly Suspensions Snowden International



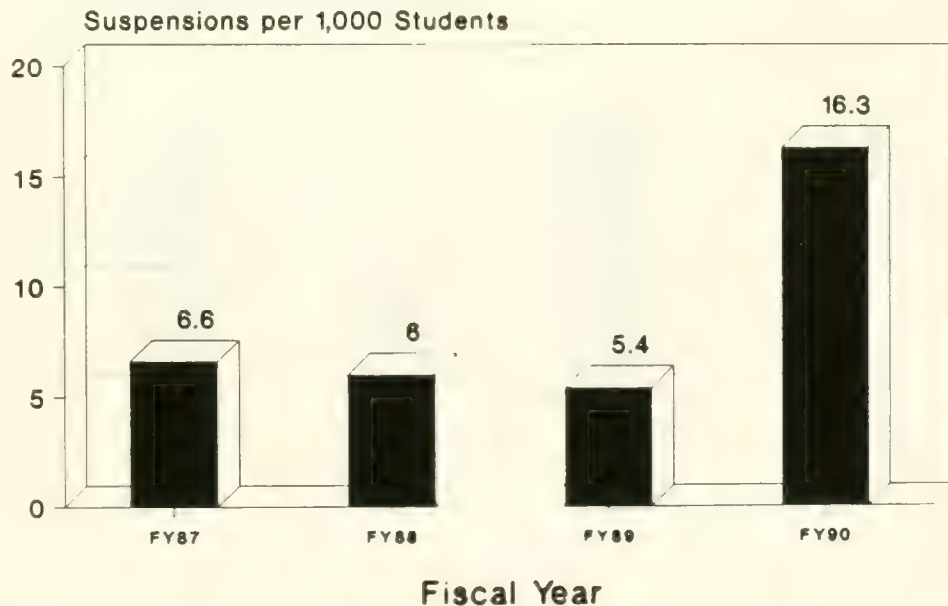
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1989-90 Total Suspensions South Boston High



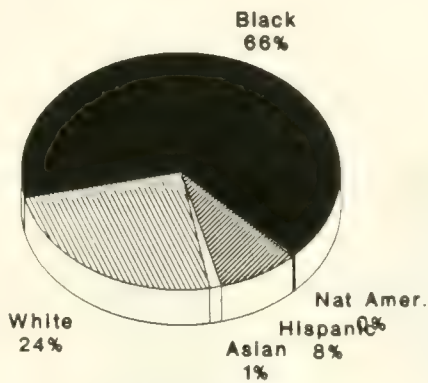
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1986-90 Monthly Suspensions South Boston High

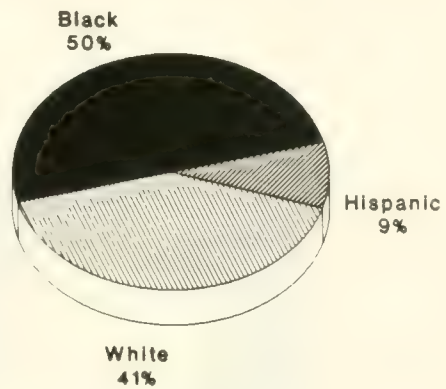


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1989-90 Total Suspensions West Roxbury High



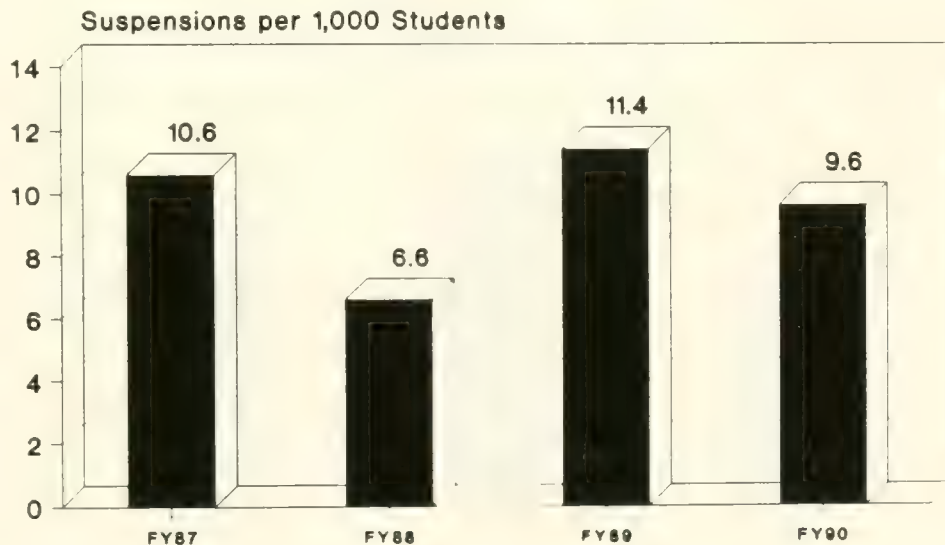
June Enrollment
1270 Students



Total Suspensions
122 Students

wrox90_2.cht
fg 01/05/90

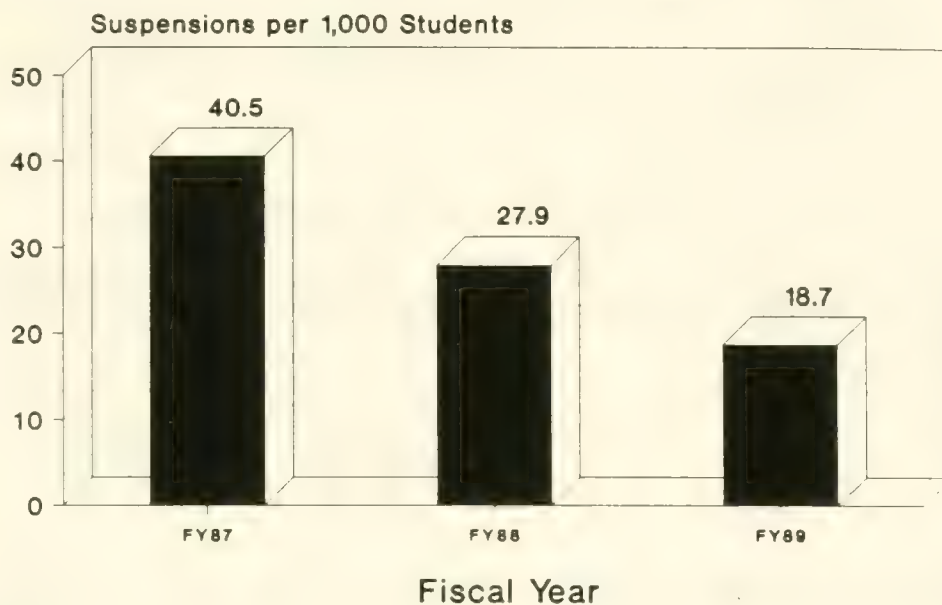
1986-90 Monthly Suspensions West Roxbury High



Fiscal Year

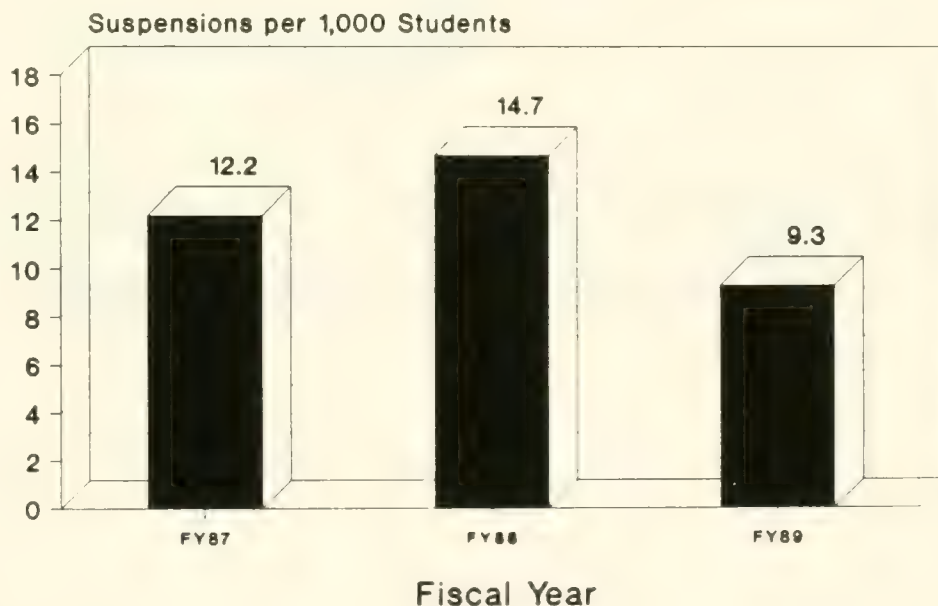
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1986-89 Monthly Suspensions Jamaica Plain High



jp902a.cht
fg 01/05/91

1986-89 Monthly Suspensions Umana High



uman902a.cht
fg 01/05/91

BPS HS June Non-Promotes

June 1987 - June 1990

- ✓ High School June Non-Promotes
by Race
1987 - 1990
- ✓ Total Number of Non-Promotes
by School by Race
1989 - 1990
- ✓ Percent of June Non-Promotes
1987 - 1990
- ✓ School by School Comparison
June 1989 - June 1990

FY88 High School Zone June Potential Non-Promotes

	B	B_E	B_NP%	W	W_E	W_NP%	A	A_E	A_NP%	H	H_E	H_NP%	NA	NA_E	Total	Tot_E	T_NP%
Albany	79	522	15.1%	31	1103	2.8%	7	391	1.8%	14	154	9.1%	0	3	131	2173	6.0%
Albany	29	443	6.5%	11	521	2.1%	4	170	2.4%	4	72	5.6%	0	8	48	1214	4.0%
Albany	72	470	15.3%	15	136	11.0%	3	275	1.1%	7	98	7.1%	2	4	99	983	10.1%
Albany	102	343	29.7%	30	105	28.6%	0	6	0.0%	37	162	22.8%	2	5	171	621	27.5%
Albany	58	191	30.4%	30	104	28.8%	40	194	20.6%	35	149	23.5%	1	4	164	642	25.5%
Albany	163	513	31.8%	11	40	27.5%	1	15	6.7%	22	66	33.3%	1	5	198	639	31.0%
Albany	70	305	23.0%	55	184	29.9%	20	251	8.0%	33	183	18.0%	0	2	178	925	19.2%
Albany	72	438	16.4%	5	43	11.6%	1	9	11.1%	19	123	15.4%	0	1	97	614	15.8%
Albany	23	137	16.8%	69	518	13.4%	5	40	12.5%	8	48	16.7%	0	4	105	745	14.1%
Albany	127	914	13.9%	26	181	14.4%	5	43	11.6%	53	285	18.6%	0	1	211	1424	14.8%
Albany	122	540	22.6%	19	128	14.8%	0	3	0.0%	0	7	0.0%	1	3	142	681	20.9%
Albany	71	327	21.7%	11	68	16.2%	0	2	0.0%	61	262	23.3%	0	4	143	663	21.6%
Albany	239	943	25.3%	22	110	20.0%	3	32	9.4%	91	310	29.4%	1	3	356	1398	25.5%
Albany	80	248	32.3%	28	109	23.9%	4	37	10.8%	18	55	32.7%	1	3	129	452	28.5%
Albany	51	310	16.5%	54	301	17.9%	3	85	3.5%	25	150	16.7%	1	7	134	853	15.7%
Albany	59	419	14.1%	16	132	12.1%	1	73	1.4%	15	97	15.5%	0	1	91	722	12.6%
Albany	47	612	7.7%	22	357	6.2%	1	13	7.7%	2	75	2.7%	0	3	72	1060	6.8%
Total:	1464	7675	19.1%	453	4138	10.9%	98	1639	6.0%	444	2296	19.3%	10	61	2469	15809	15.6%
Am Schools:	180	1435	12.5%	57	1760	3.2%	14	836	1.7%	25	324	7.7%	2	15	278	4370	6.4%
n-Exam T:	1284	6240	20.6%	396	2378	16.7%	84	803	10.5%	419	1972	21.2%	8	46	2191	11439	19.2%
Albany	0	10	0.0%	0	7	0.0%	0	0	0.0%	0	11	0.0%	0	0	0	28	0.0%
Albany	1	37	2.7%	0	33	0.0%	0	11	0.0%	2	43	4.7%	0	0	3	124	2.4%
Albany	45	197	22.8%	10	80	12.5%	0	2	0.0%	15	44	34.1%	1	2	71	325	21.8%
Z Total:	1510	7919	19.1%	463	4258	10.9%	98	1652	5.9%	461	2394	19.3%	11	63	2543	16286	15.6%

Explanation

1. B = Number of June non-promotes reported for Black; W = White; A = Asian; H = Hispanic; NA = Native American.
B_E = June Black enrollment; B_NP% = June Black potential non-promotion percentage.
2. Tot_E = Total student enrollment (June 1988). T_NP% = Overall non-promotion percentage for all students.

Excel Template: J88Nonp0.xls Rev. 1.2

Source: R&D School Profiles and School Profile Tables provided by OAS

Created: 10/04/09/89

Revised: 10/05/15/89

FY89 High School Zone June Potential Non-Promotes

	B	B_E	B_NP%	W	W_E	W_NP%	A	A_E	A_NP%	H	H_E	H_NP%	NA	NA_E	Total	Tot_E	T_NP%
Adams	112	509	22.0%	61	1066	5.7%	16	402	4.0%	30	169	17.8%	0	2	219	2148	10.2%
Adams	48	441	10.9%	24	503	4.8%	2	190	1.1%	5	80	6.3%	0	7	79	1221	6.5%
Adams	52	402	12.9%	4	107	3.7%	3	290	1.0%	4	89	4.5%	1	3	64	891	7.2%
Adams	47	376	12.5%	23	101	22.8%	1	8	12.5%	14	183	7.7%	2	3	87	671	13.0%
Adams	59	196	30.1%	31	84	36.9%	26	237	11.0%	54	211	25.6%	1	2	171	730	23.4%
Adams	63	508	12.4%	2	21	9.5%	2	27	7.4%	4	68	5.9%	0	4	71	628	11.3%
Adams	61	256	23.8%	18	156	11.5%	30	273	11.0%	37	183	20.2%	0	3	146	871	16.8%
Adams	59	417	14.1%	2	31	6.5%	0	7	0.0%	15	144	10.4%	0	1	76	600	12.7%
Adams	26	142	18.3%	47	473	9.9%	1	29	3.4%	10	48	20.8%	1	6	85	698	12.2%
Adams	151	908	16.6%	23	156	14.7%	6	41	14.6%	53	255	20.8%	1	4	234	1364	17.2%
Adams	167	555	30.1%	31	123	25.2%	0	3	0.0%	4	18	22.2%	0	2	202	701	28.8%
Adams	73	332	22.0%	21	67	31.3%	1	5	20.0%	83	319	26.0%	3	5	181	728	24.9%
Adams	271	1064	25.5%	29	116	25.0%	7	32	21.9%	80	362	22.1%	4	7	391	1581	24.7%
Adams	34	238	14.3%	10	103	9.7%	2	43	4.7%	14	66	21.2%	1	2	61	452	13.5%
Adams	67	307	21.8%	41	294	13.9%	7	79	8.9%	17	123	13.8%	3	8	135	811	16.6%
Adams	121	401	30.2%	55	142	38.7%	2	63	3.2%	22	87	25.3%	0	5	200	698	28.7%
Adams	59	587	10.1%	34	328	10.4%	1	17	5.9%	7	73	9.6%	0	0	101	1005	10.0%
Total:	1470	7639	19.2%	456	3871	11.8%	107	1746	6.1%	453	2478	18.3%	17	64	2503	15798	15.8%
Adams School:	212	1352	15.7%	89	1676	5.3%	21	882	2.4%	39	338	11.5%	1	12	362	4260	8.5%
Adams-Exam T:	1258	6287	20.0%	367	2195	16.7%	86	864	10.0%	414	2140	19.3%	16	52	2141	11538	18.6%
Adams	0	7	0.0%	0	5	0.0%	0	0	0.0%	0	13	0.0%	0	0	0	25	0.0%
Adams	0	32	0.0%	0	34	0.0%	0	13	0.0%	1	45	2.2%	0	0	1	124	0.8%
Adams	50	212	23.6%	13	70	18.6%	1	3	33.3%	9	31	29.0%	0	2	73	318	23.0%
Grand Total:	1520	7890	19.3%	469	3980	11.8%	108	1762	6.1%	463	2567	18.0%	17	66	2577	16265	15.8%

Explanation

1. B = Number of June non-promotes for Black; W = White; A = Asian; H = Hispanic; NA = Native American;

B_E = June Black enrollment; B_NP% = June Black potential non-promotion percentage

2. Tot_E = Total student enrollment (June 89); T_NP% = Overall non-promotion percentage for all students.

Excel Template: J89Nonp0.xls Rev. 1.2

Source: R&D School Profiles and School Profile Tables provided by O&S

Created: fg04/09/89

Revised: fg12/23/89

FY90 High School Zone June Potential Non-Promotes

	B	B_E	B_NP%	W	W_E	W_NP%	A	A_E	A_NP%	H	H_E	H_NP%	NA	NA_E	Total	Tot_E	T_NP%
ol	88	512	17.2%	85	1094	7.8%	12	424	2.8%	32	181	17.7%	1	3	218	2214	9.8%
lemy	44	420	10.5%	32	516	6.2%	9	242	3.7%	3	86	3.5%	1	5	89	1269	7.0%
+	77	647	11.9%	15	118	12.7%	0	357	0.0%	13	140	9.3%	1	5	106	1267	8.4%
on	50	416	12.0%	13	128	10.2%	0	7	0.0%	39	274	14.2%	0	8	102	833	12.2%
nton	76	290	26.2%	13	87	14.9%	37	288	12.8%	39	250	15.6%	0	0	165	915	18.0%
e	98	627	15.6%	7	32	21.9%	5	41	12.2%	12	83	14.5%	0	4	122	787	15.5%
lastown	40	258	15.5%	21	161	13.0%	9	270	3.3%	26	235	11.1%	0	1	96	925	10.4%
chester	97	477	20.3%	6	33	18.2%	0	9	0.0%	25	163	15.3%	0	2	128	684	18.7%
oston	24	166	14.5%	41	450	9.1%	4	35	11.4%	11	53	20.8%	1	5	81	709	11.4%
lish	60	507	11.8%	10	134	7.5%	1	33	3.0%	72	459	15.7%	0	2	143	1135	12.6%
le Park	78	706	11.0%	15	135	11.1%	1	7	14.3%	8	49	16.3%	0	3	102	900	11.3%
dison +	155	1141	13.6%	12	106	11.3%	3	39	7.7%	50	362	13.8%	0	8	220	1656	13.3%
wden	91	226	40.3%	18	102	17.6%	9	45	20.0%	19	68	27.9%	0	1	137	442	31.0%
oston	77	326	23.6%	77	333	23.1%	3	73	4.1%	34	155	21.9%	4	5	195	892	21.9%
Roxbury	124	838	14.8%	26	309	8.4%	1	15	6.7%	10	105	9.5%	0	3	161	1270	12.7%
Total:	1179	7557	15.6%	391	3738	10.5%	94	1885	5.0%	393	2663	14.8%	8	55	2065	15898	13.0%
im:	209	1579	13.2%	132	1728	7.6%	21	1023	2.1%	48	407	11.8%	3	13	413	4750	8.7%
n-Exam T:	970	5978	16.2%	259	2010	12.9%	73	862	8.5%	345	2256	15.3%	5	42	1652	11148	14.8%
rtier +	0	7	0.0%	0	2	0.0%	0	1	0.0%	0	13	0.0%	0	0	0	23	0.0%
race Mann +	0	34	0.0%	0	30	0.0%	0	11	0.0%	0	48	0.0%	0	0	0	123	0.0%
:Kinley +	44	205	21.5%	14	58	24.1%	0	3	0.0%	7	31	22.6%	0	3	65	300	21.7%
iz Total:	1223	7803	15.7%	405	3828	10.6%	94	1900	4.9%	400	2755	14.5%	8	58	2130	16344	13.0%

Explanation

1. B = Number of June non-promotes reported for Black; W = White; A = Asian; H = Hispanic; NA = Native American.
B_E = Black enrollment in June; B_NP% = Black June potential non-promotion percentage.
2. Tot_E = Total June 1990 K-12 enrollment (note the + sign); T_NP% = HSZ overall non-promotion percentage.

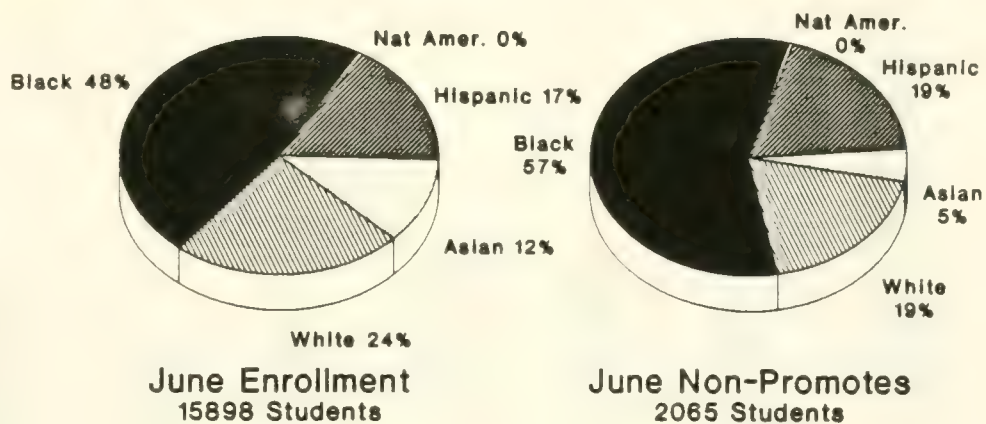
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Source: School Profile Tables files provided by OIS

tested: fg 04/15/89

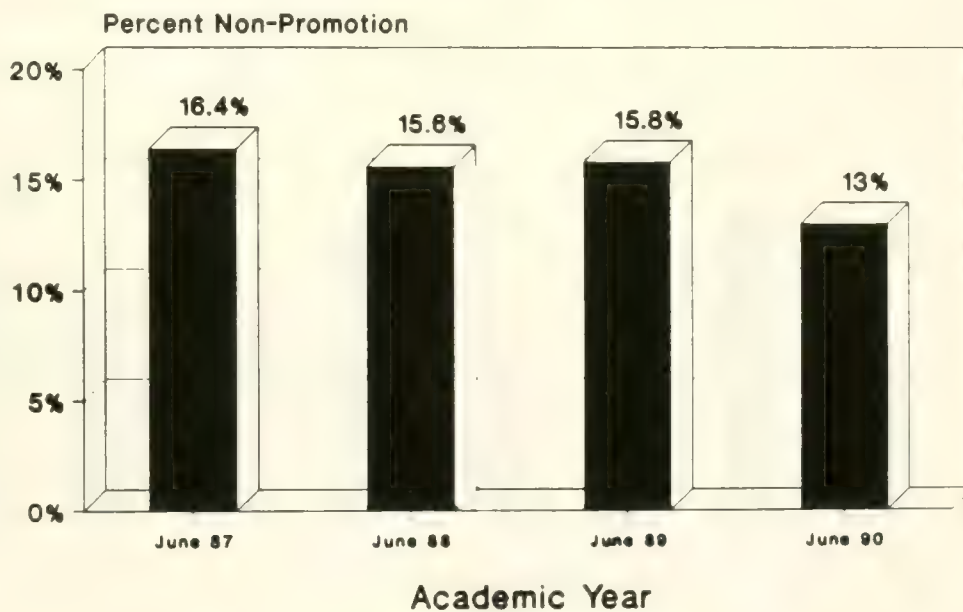
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1990 June Non-Promotes BPS High School Students



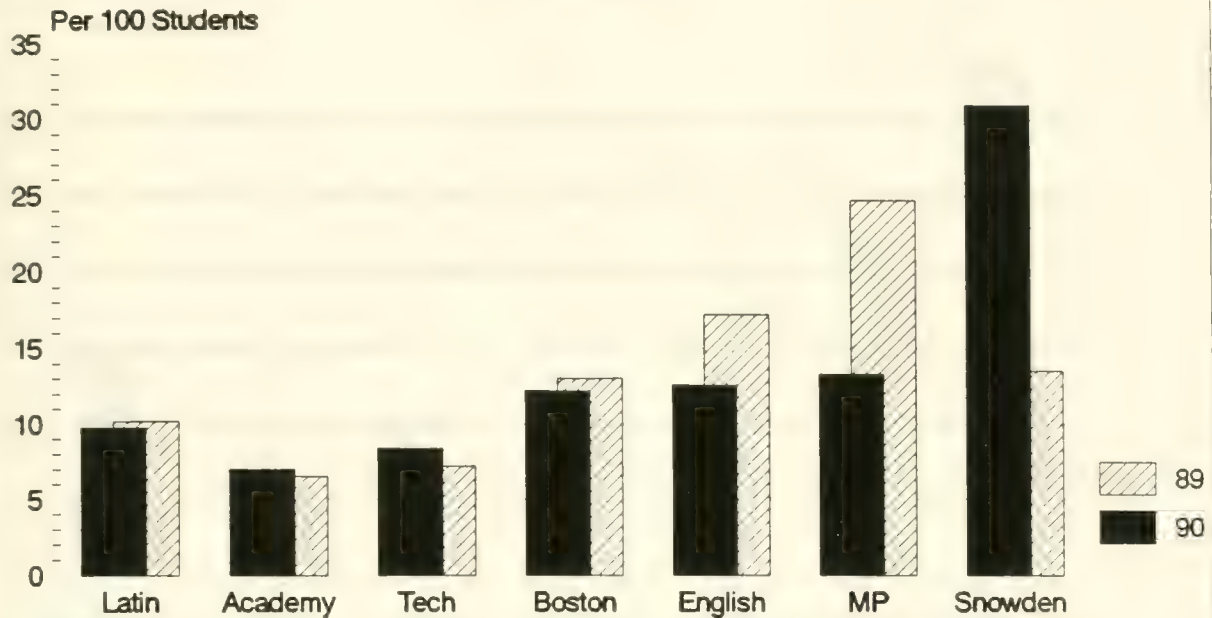
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1987-90 June Non-Promotes BPS High School Students



bps904a.cht
fg 01/06/91

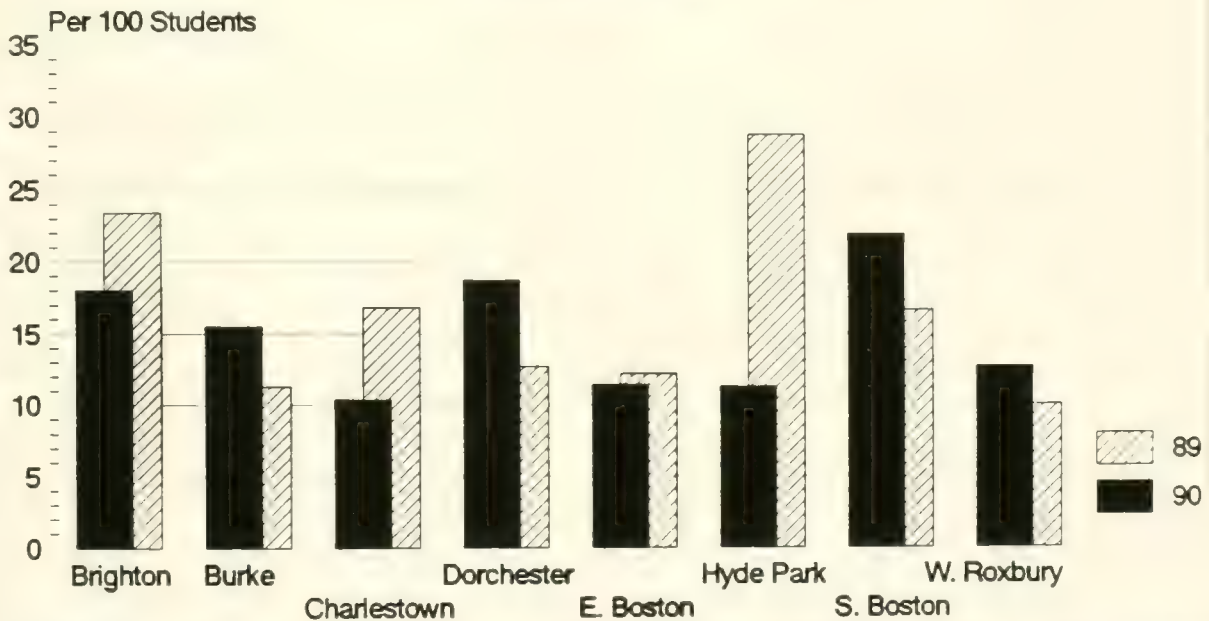
June Potential Non-Promotes All Students



HSZ:fg08/21/90

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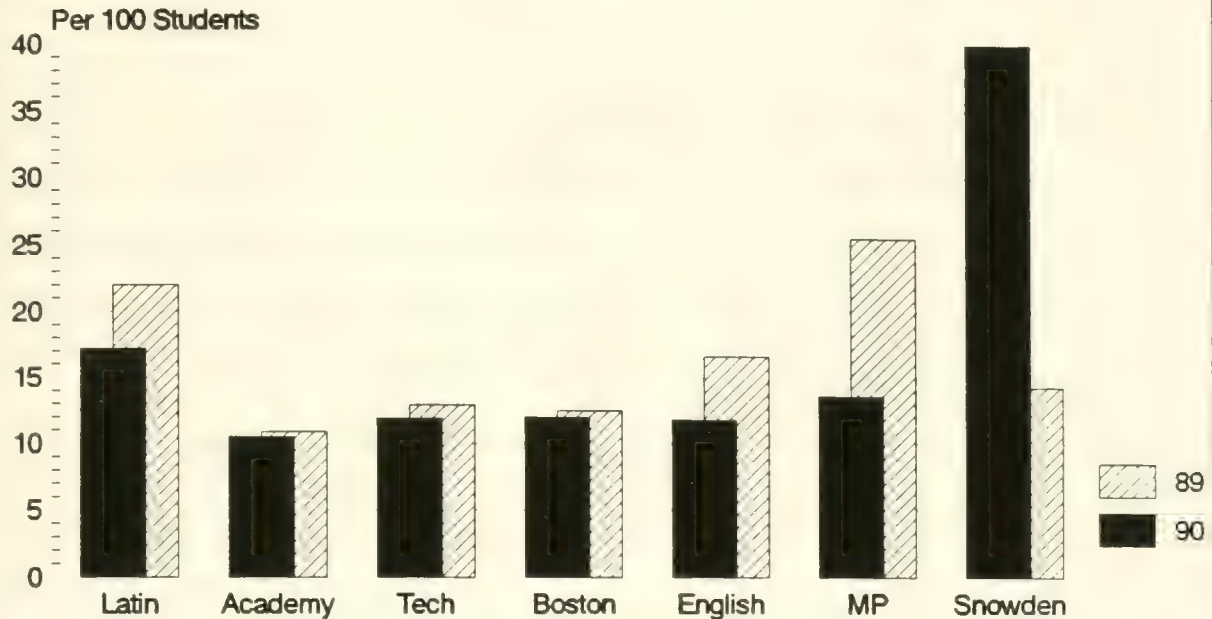
June Potential Non-Promotes All Students



HSZ:fg08/21/90

NONP90C_

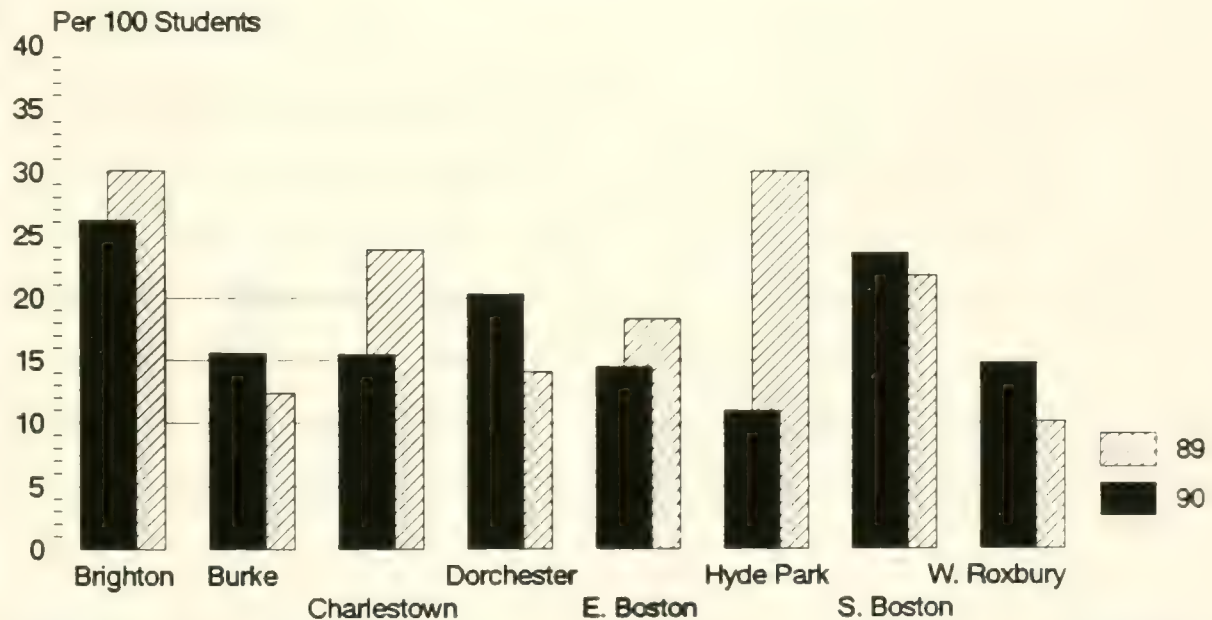
June Potential Non-Promotes Black



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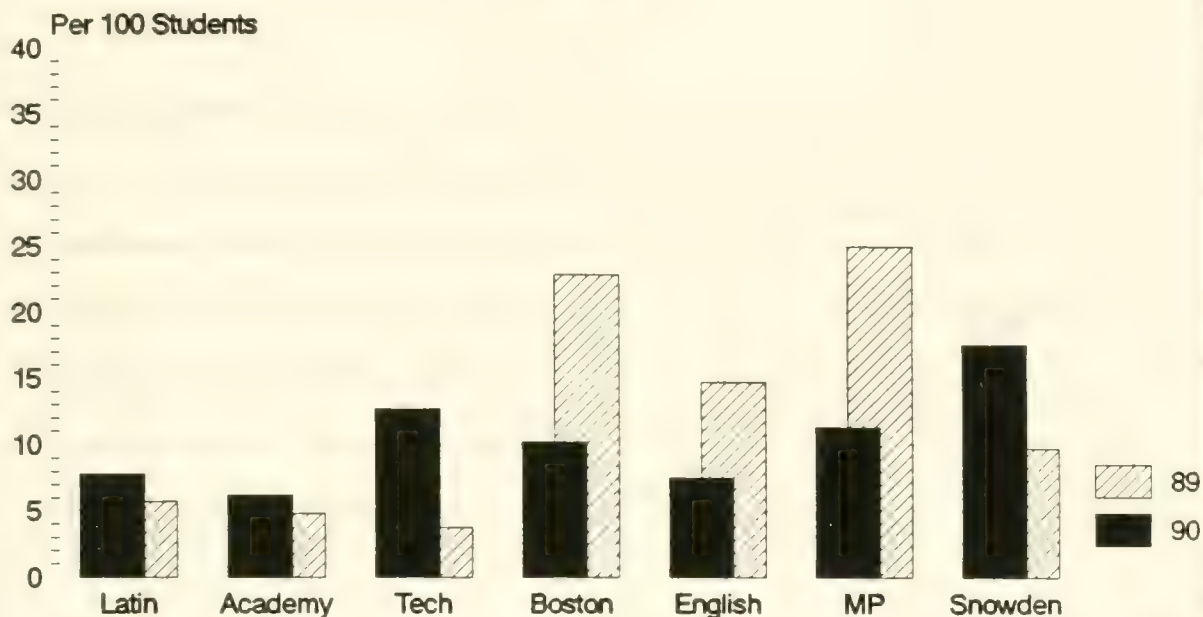
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HSZ:fg08/21/90

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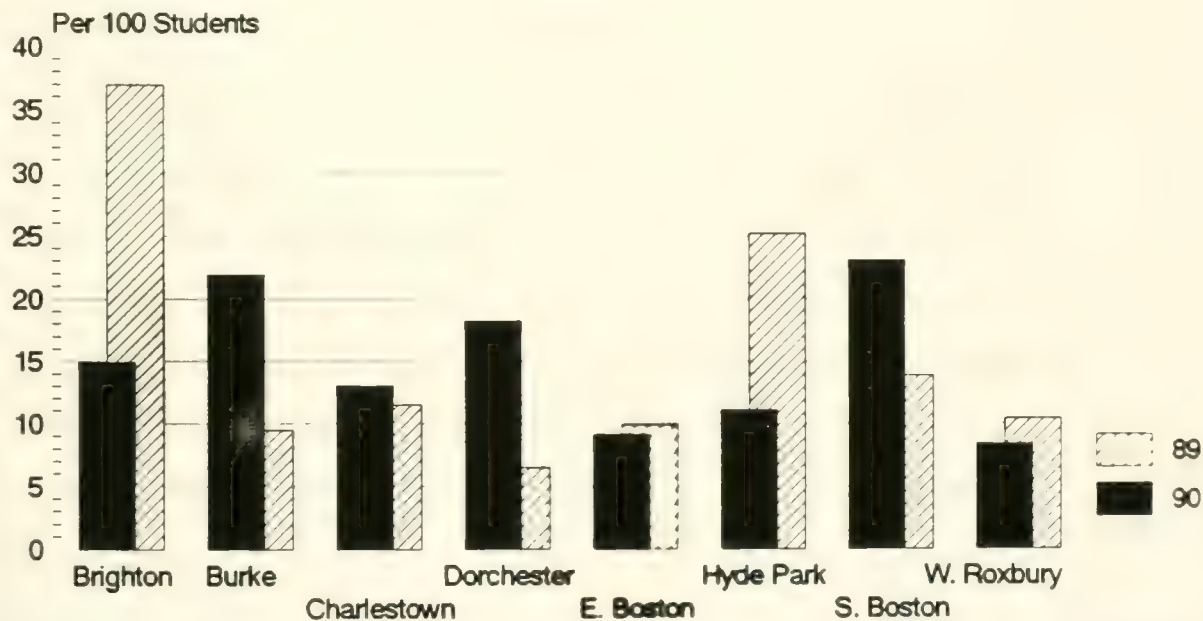
June Potential Non-Promotes White



HSZ:fg08/21/90

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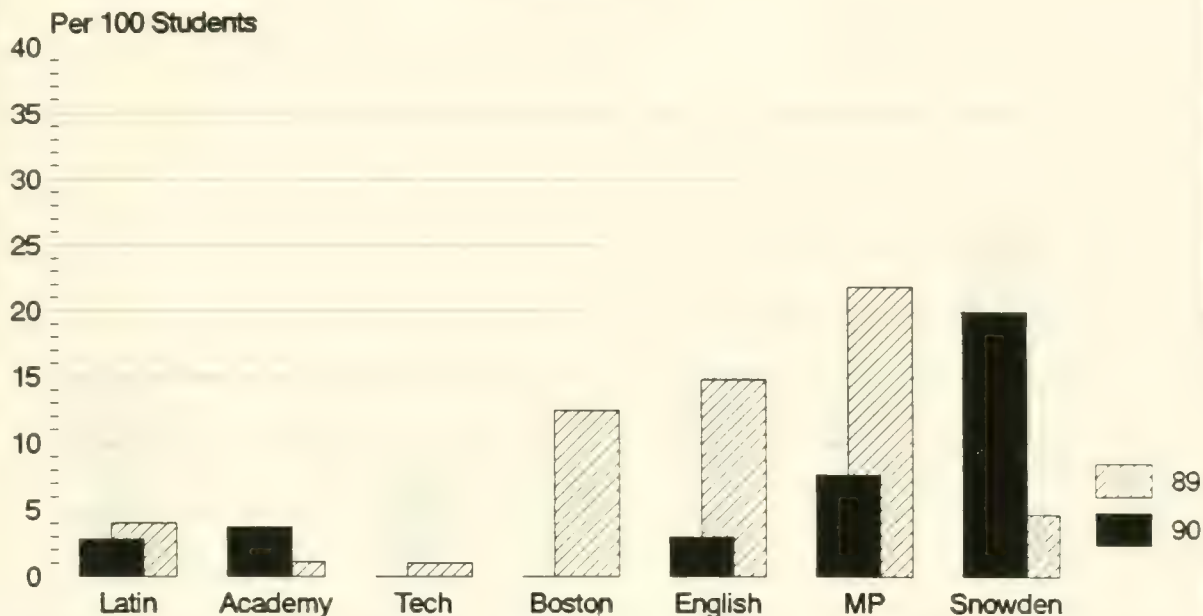
June Potential Non-Promotes White



HSZ:fg08/21/90

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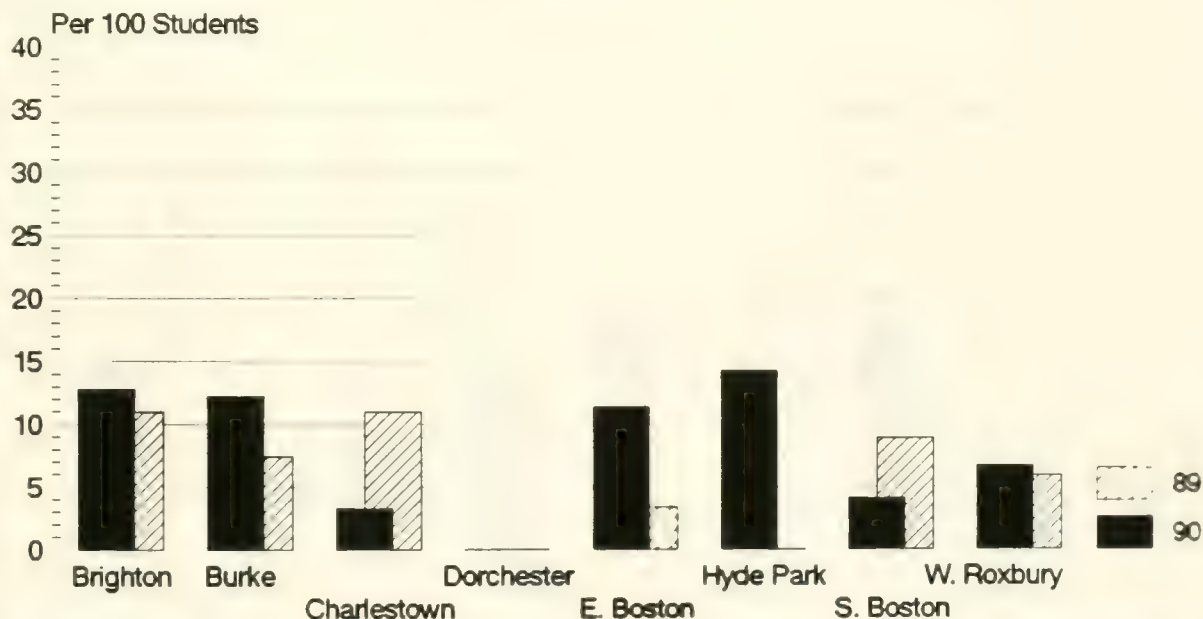
June Potential Non-Promotes Asian



HSZ:fg08/21/90

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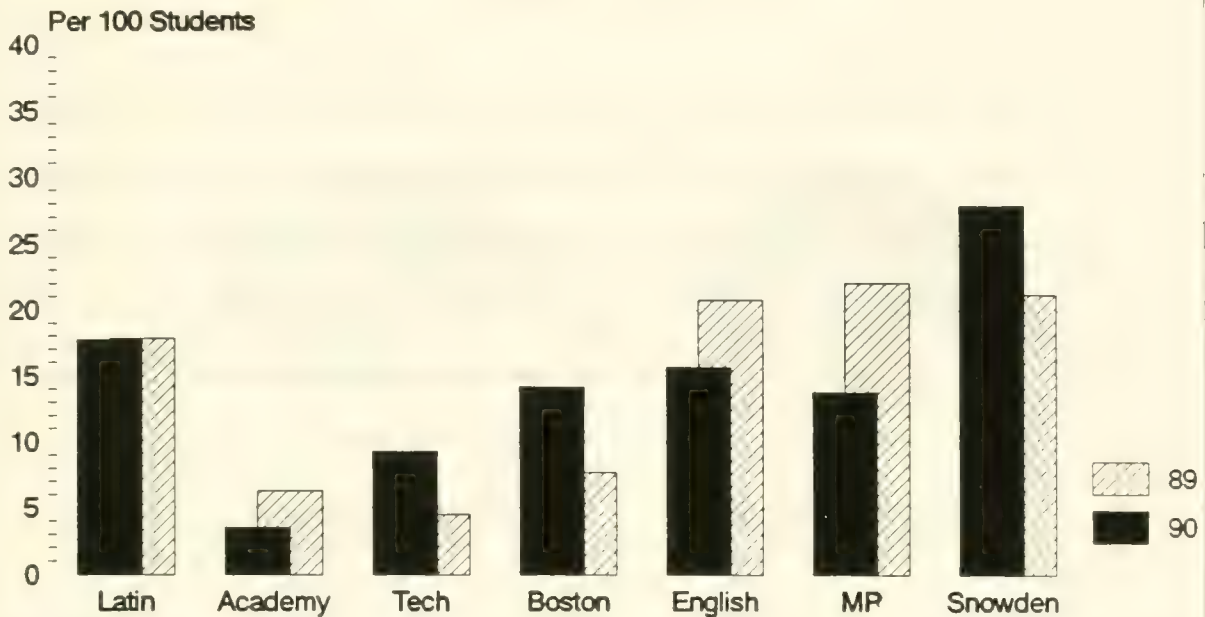
June Potential Non-Promotes Asian



HSZ:fg08/21/90

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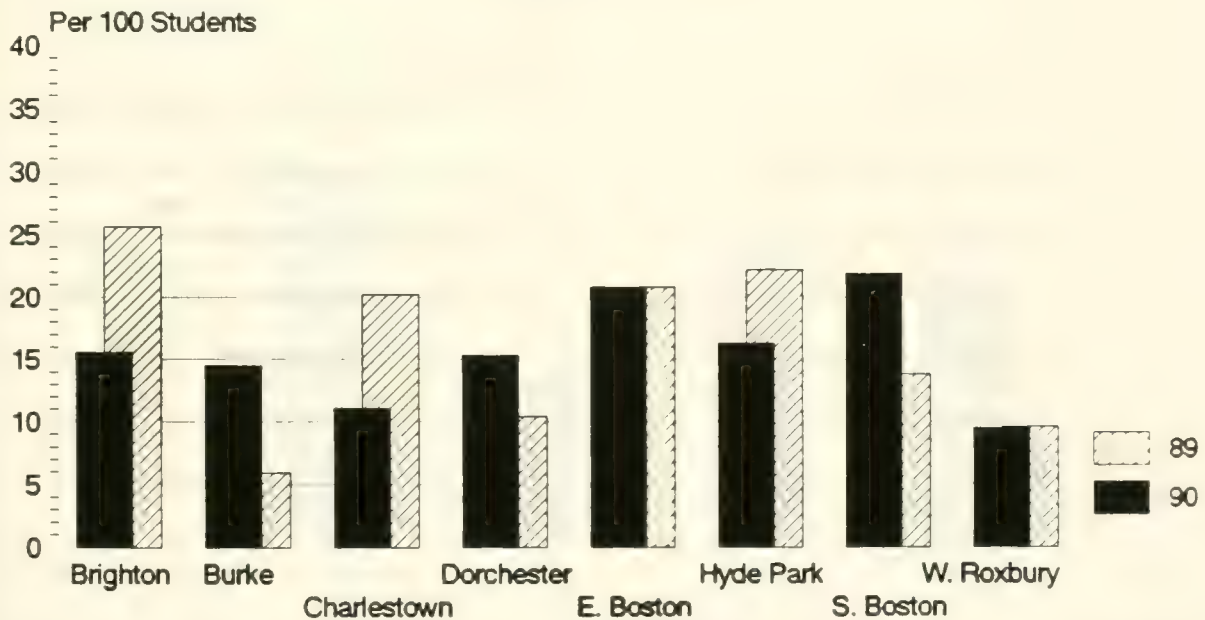
June Potential Non-Promotes Hispanic



HSZ:fg08/21/90

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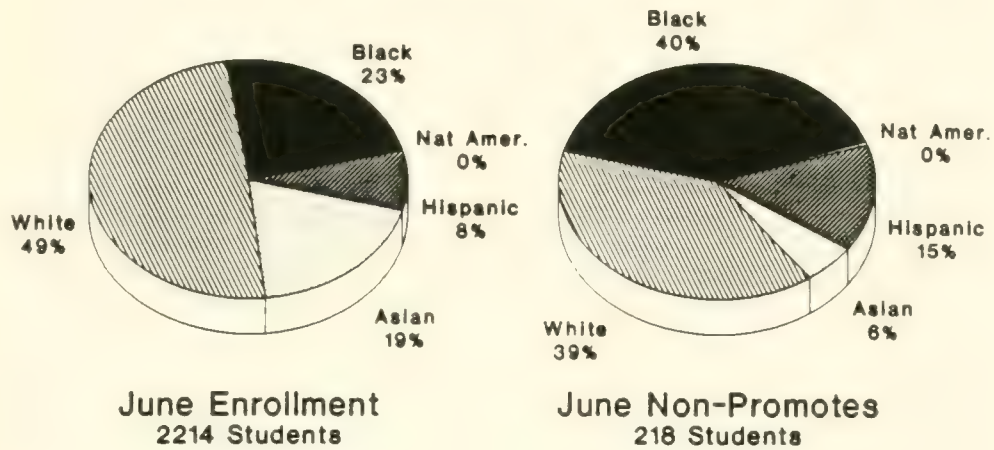
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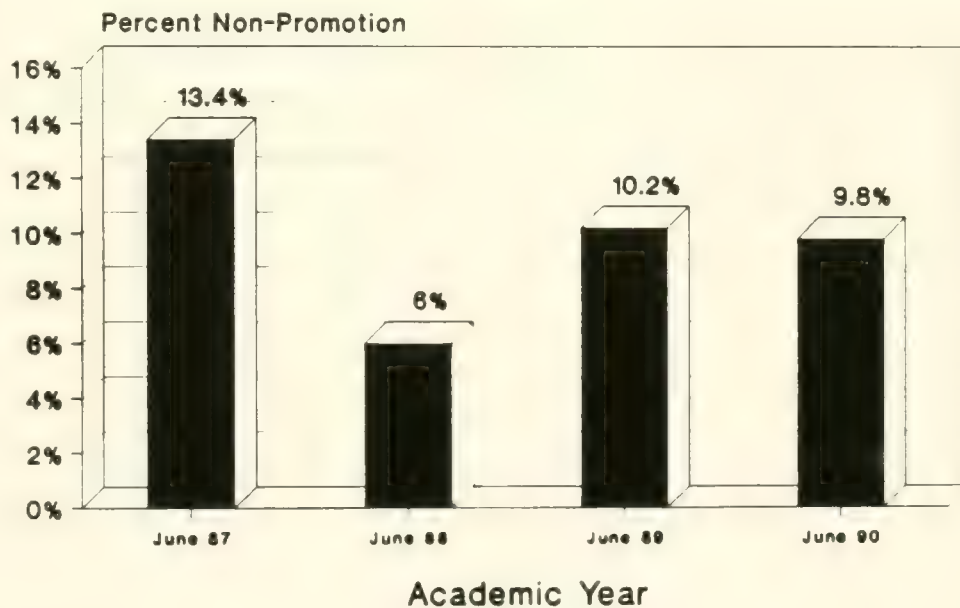
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1990 June Non-Promotes Boston Latin



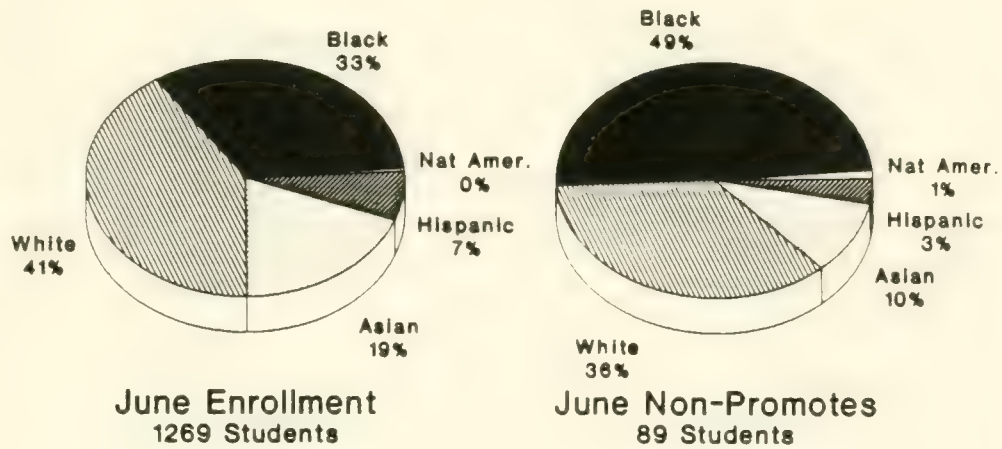
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fg 01/06/90

1987-90 June Non-Promotes Boston Latin



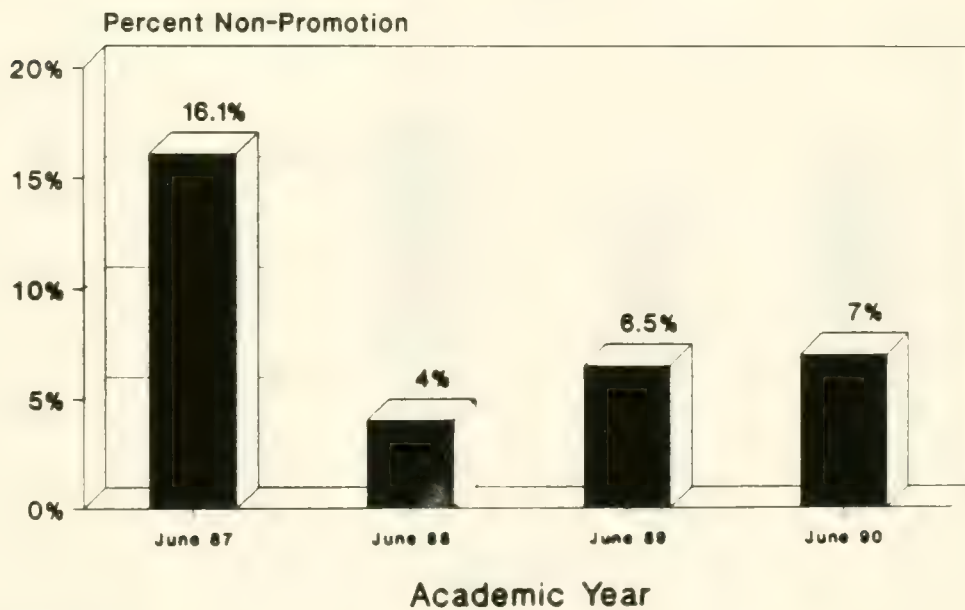
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1990 June Non-Promotes Latin Academy



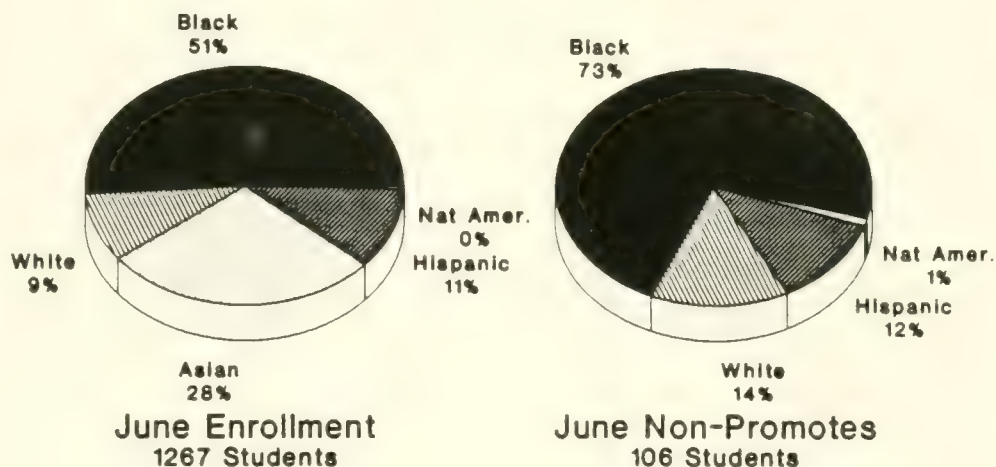
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1987-90 June Non-Promotes Latin Academy



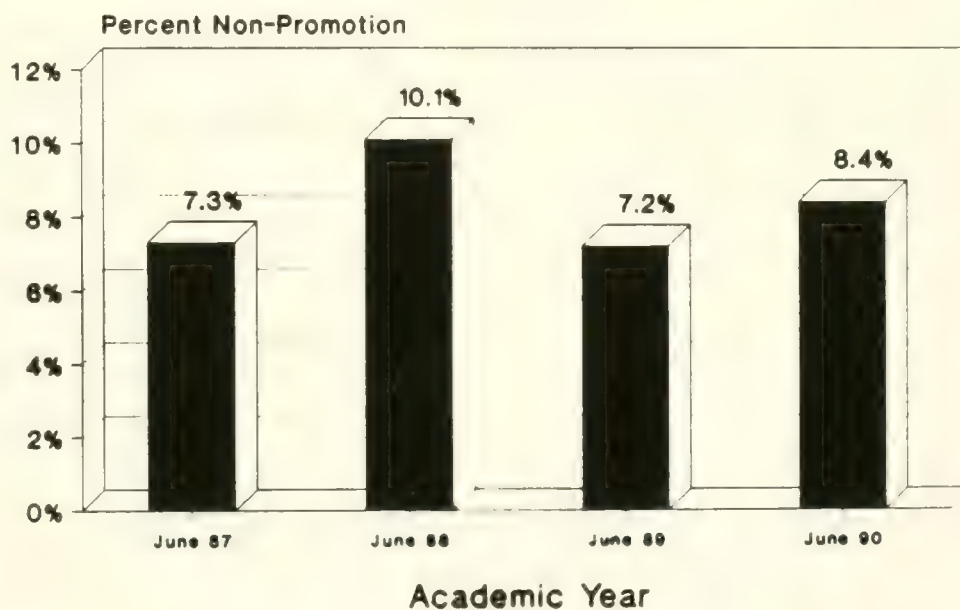
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1990 June Non-Promotes Boston Technical



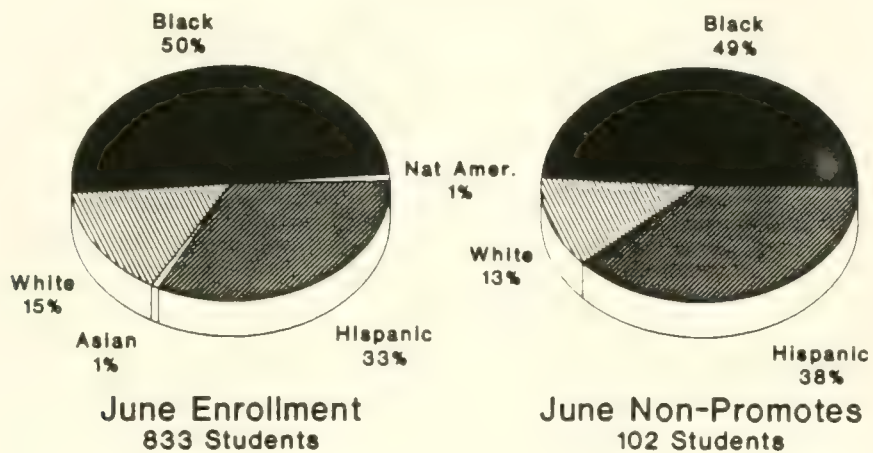
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1987-90 June Non-Promotes Boston Technical



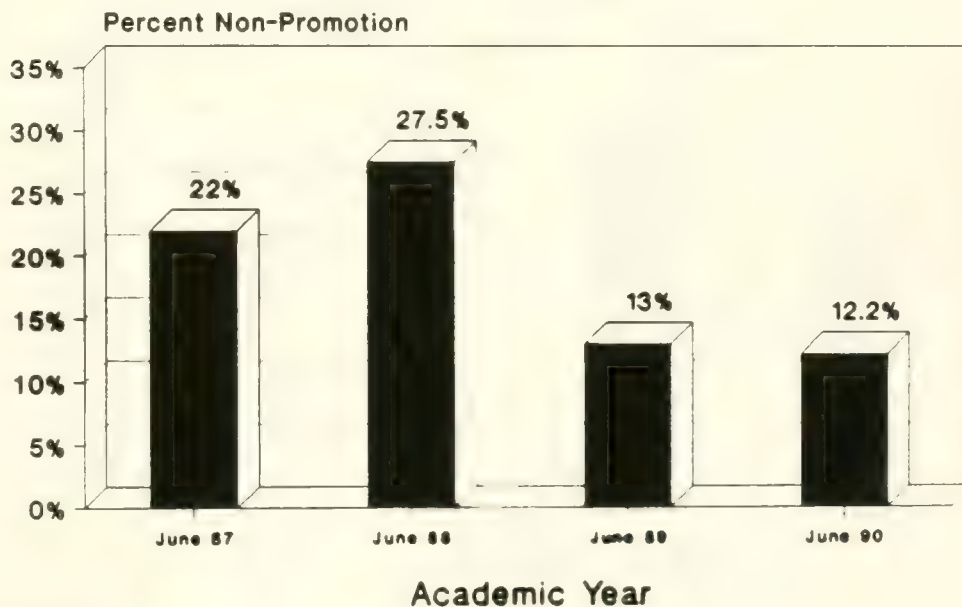
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1990 June Non-Promotes Boston High



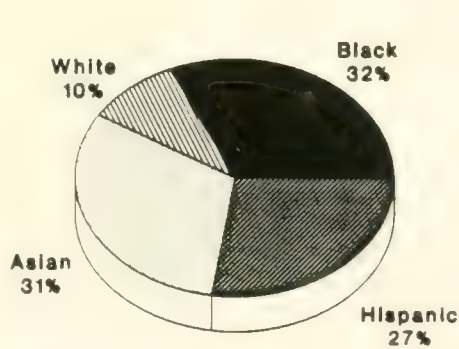
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1987-90 June Non-Promotes Boston High

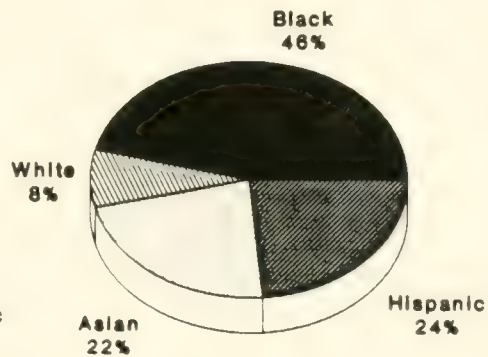


bosh904a.cht
fg 01/06/91

1990 June Non-Promotes Brighton High



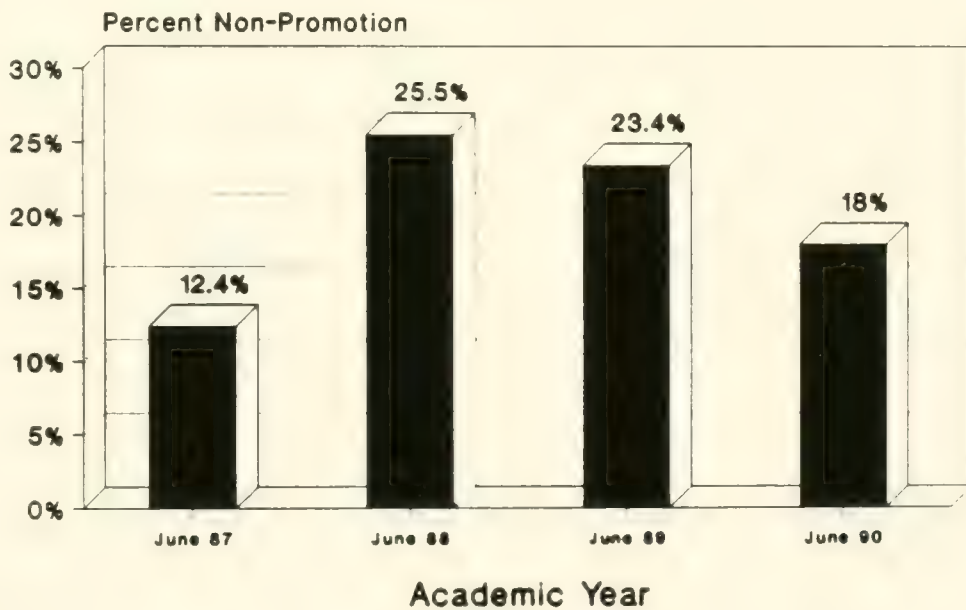
June Enrollment
915 Students



June Non-Promotes
165 Students

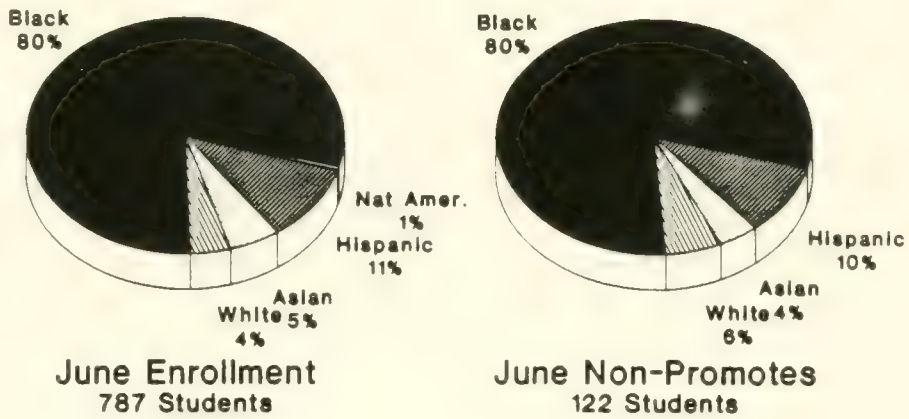
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1987-90 June Non-Promotes Brighton High



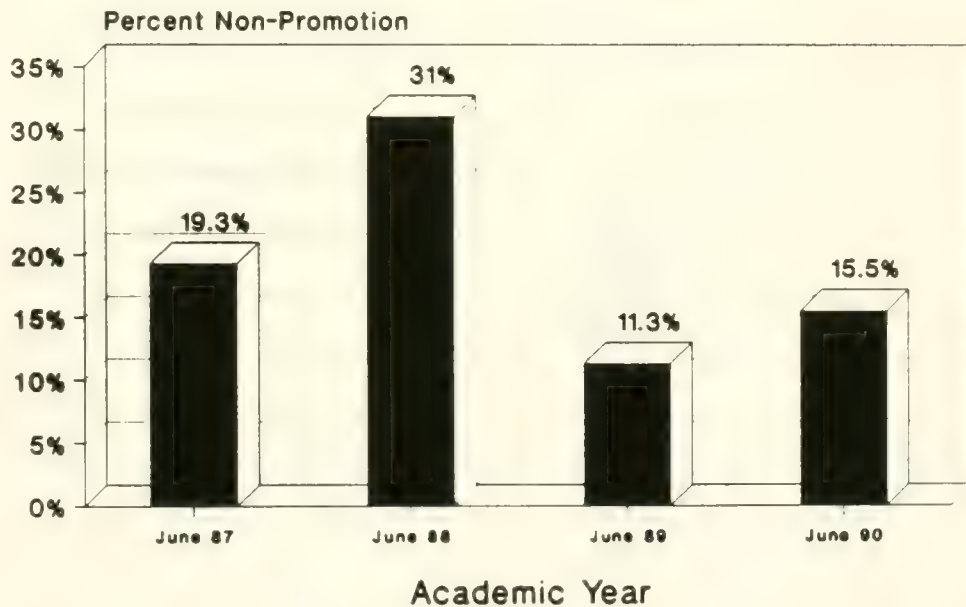
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1990 June Non-Promotes Burke High



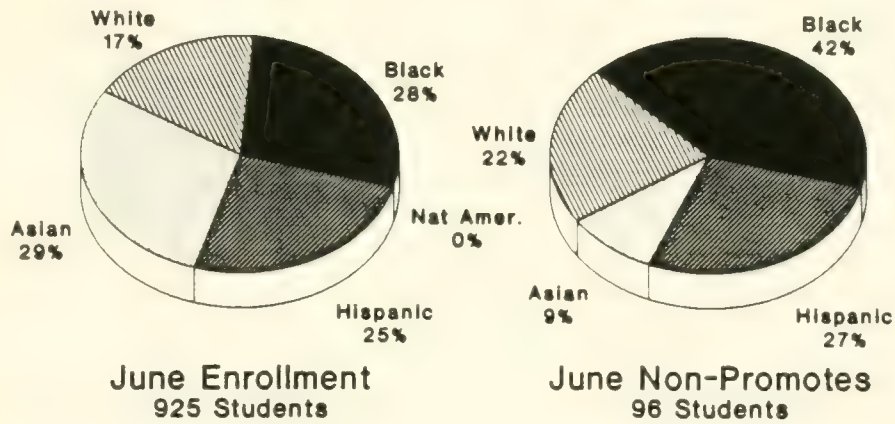
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1987-90 June Non-Promotes Burke High



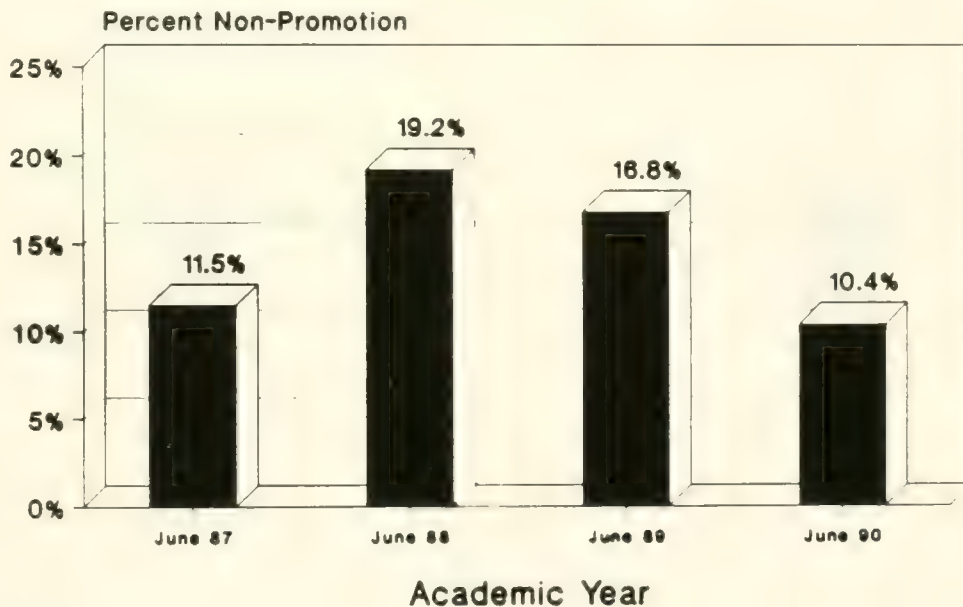
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1990 June Non-Promotes Charlestown High



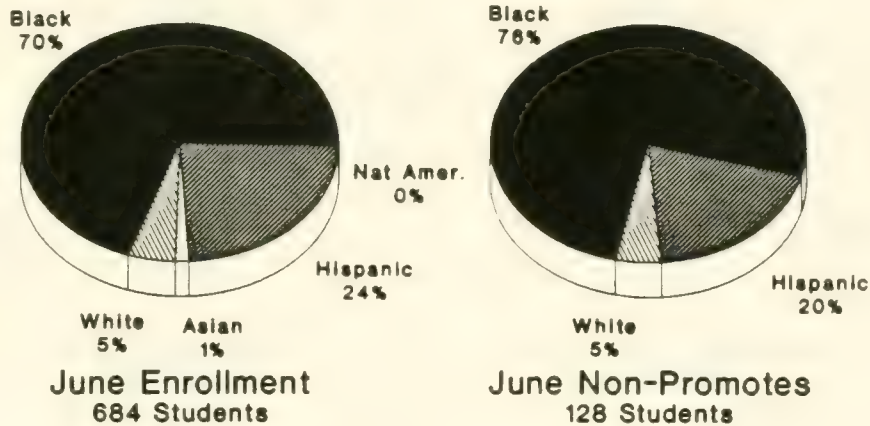
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1987-90 June Non-Promotes Charlestown High



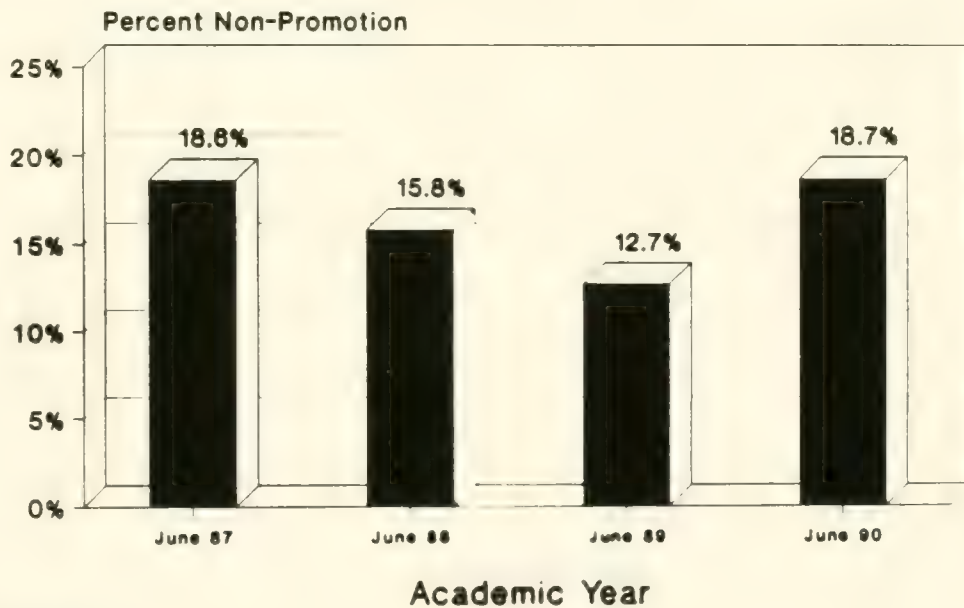
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fg 01/06/91

1990 June Non-Promotes Dorchester High



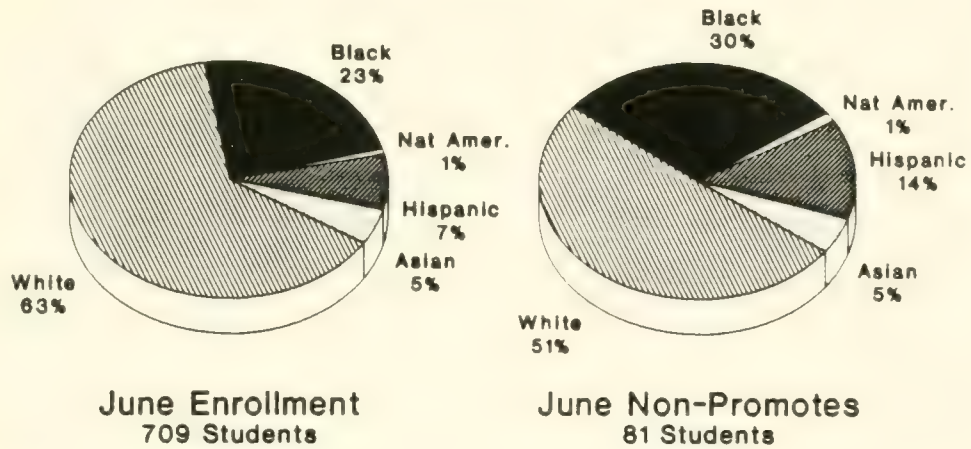
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1987-90 June Non-Promotes Dorchester High



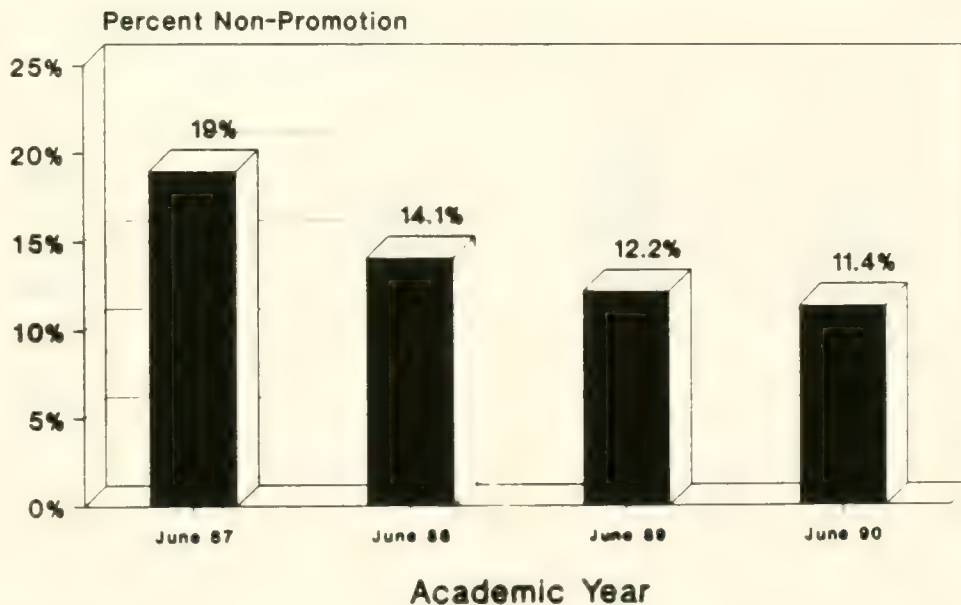
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1990 June Non-Promotes East Boston High



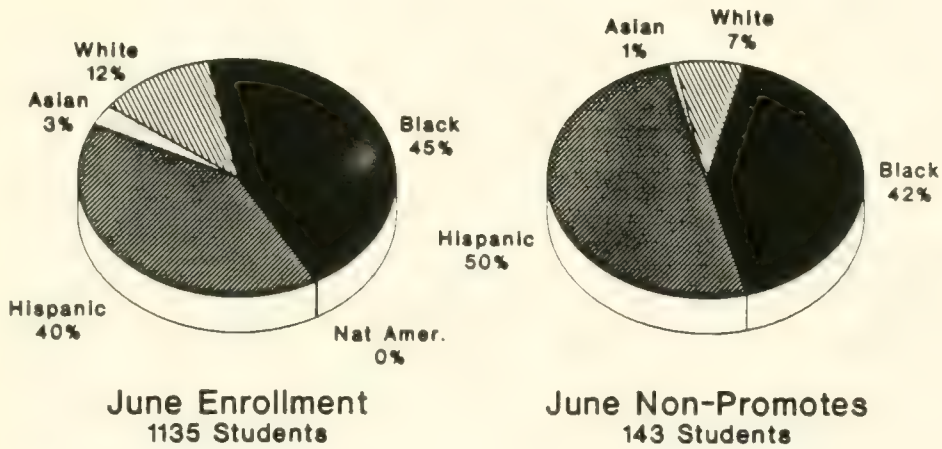
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1987-90 June Non-Promotes East Boston High



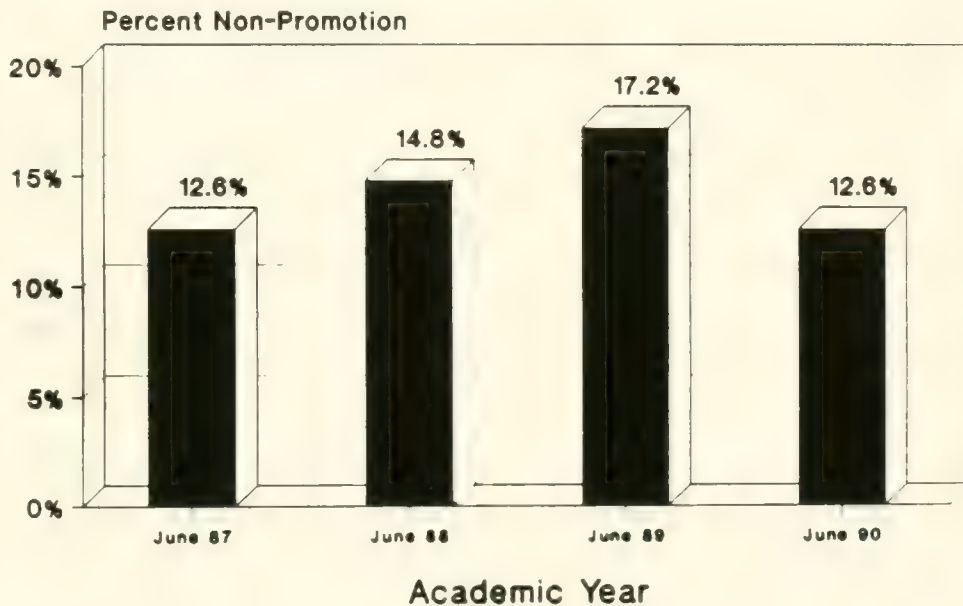
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1990 June Non-Promotes English High



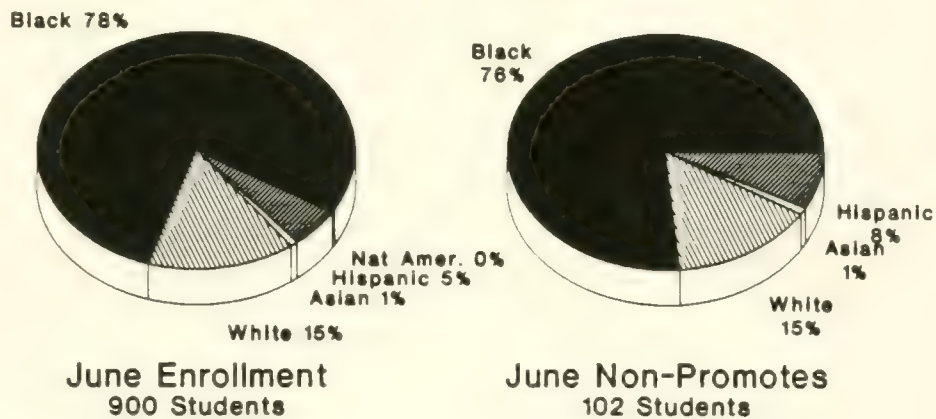
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1987-90 June Non-Promotes English High



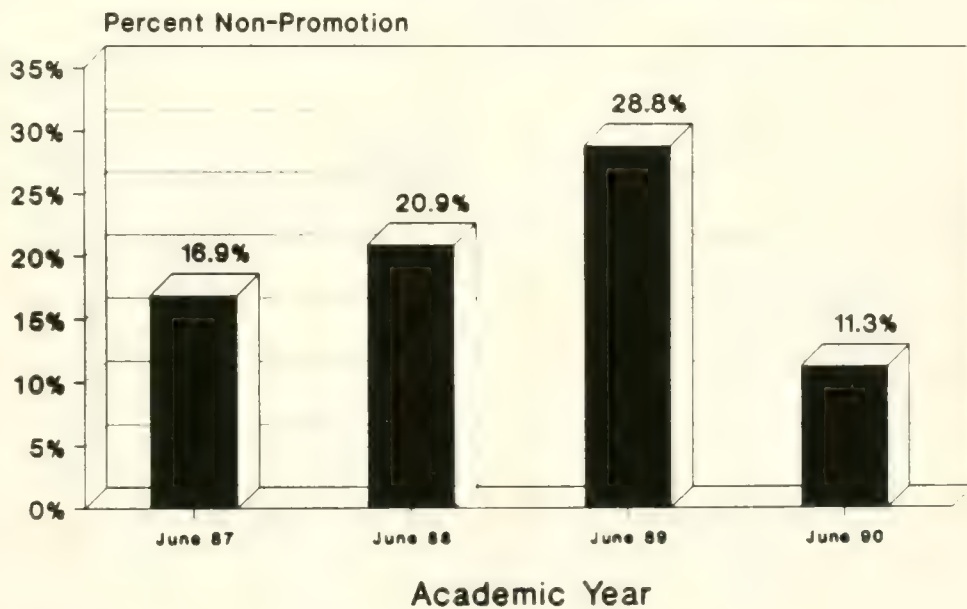
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fg 01/06/91

1990 June Non-Promotes Hyde Park High



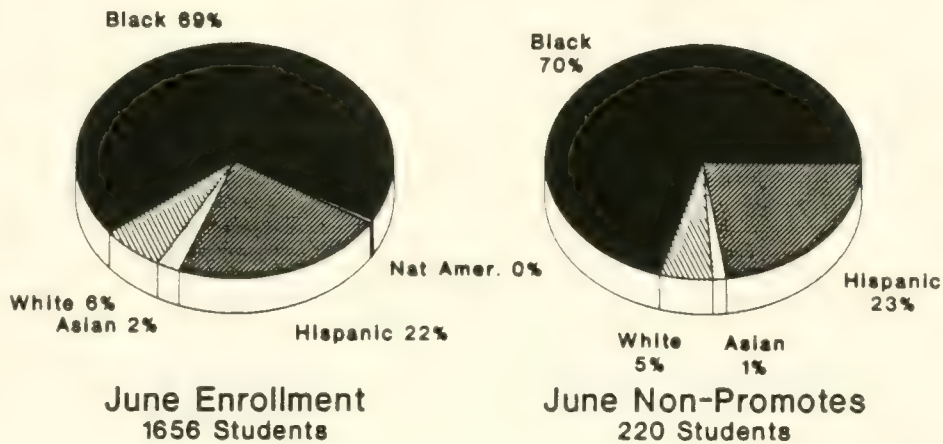
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fg 01/06/90

1987-90 June Non-Promotes Hyde Park High



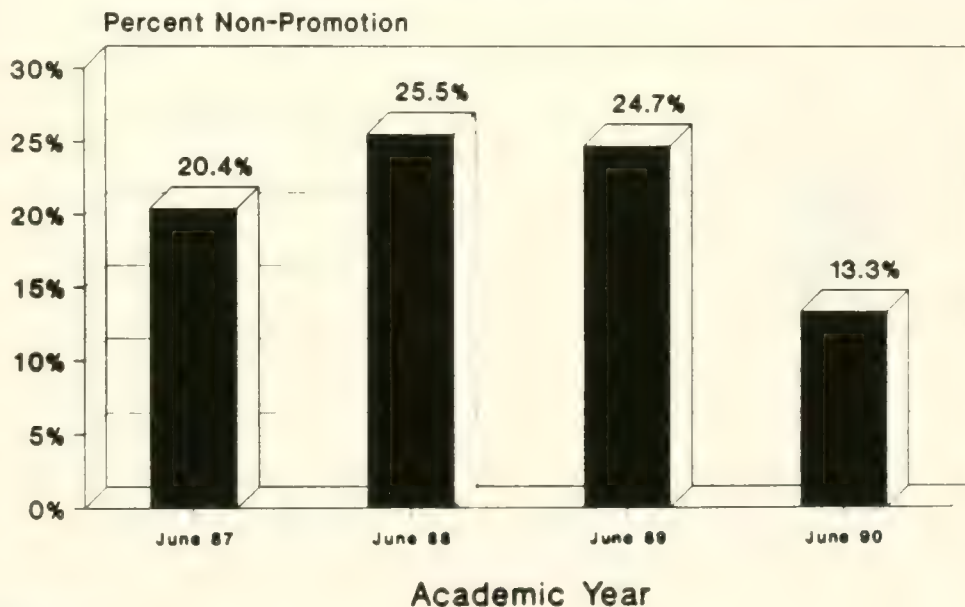
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1990 June Non-Promotes Madison Park/Humphrey Center



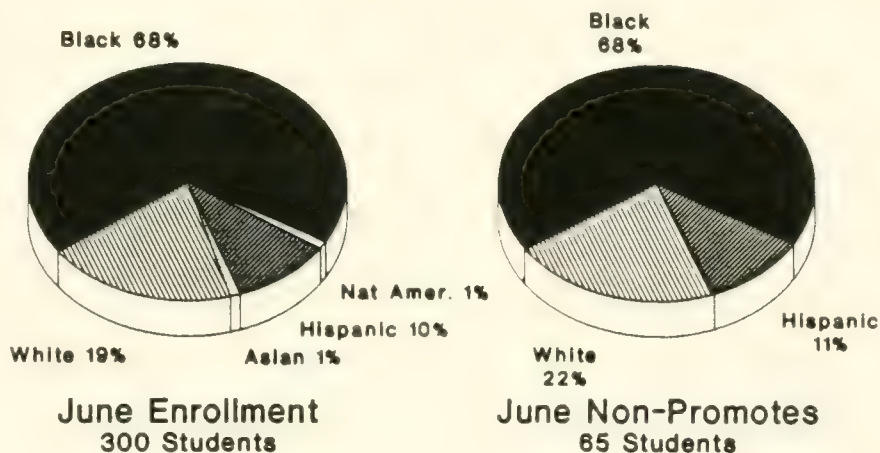
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1987-90 June Non-Promotes Madison Park/Humphrey Center



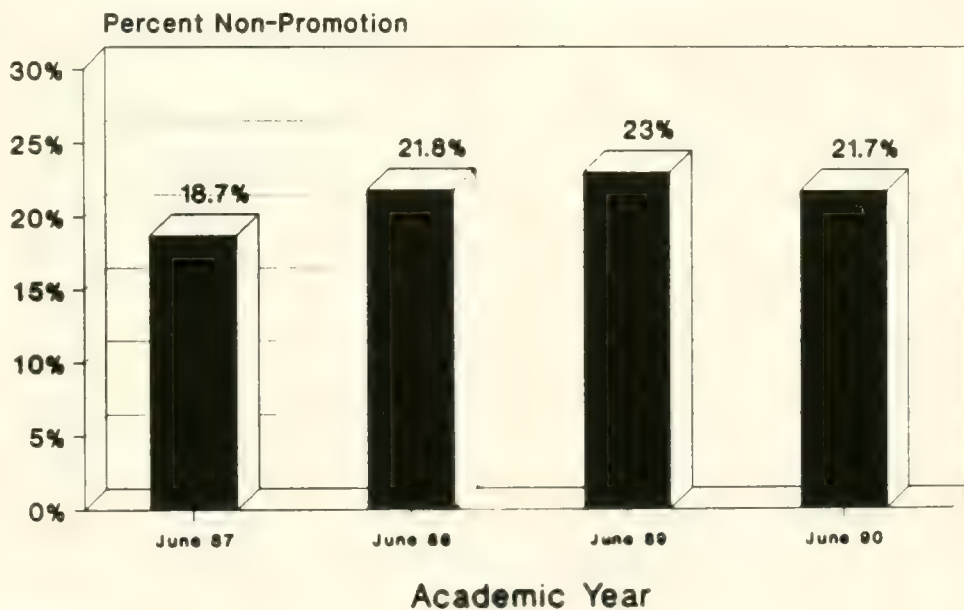
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fg 01/06/91

1990 June Non-Promotes McKinley School



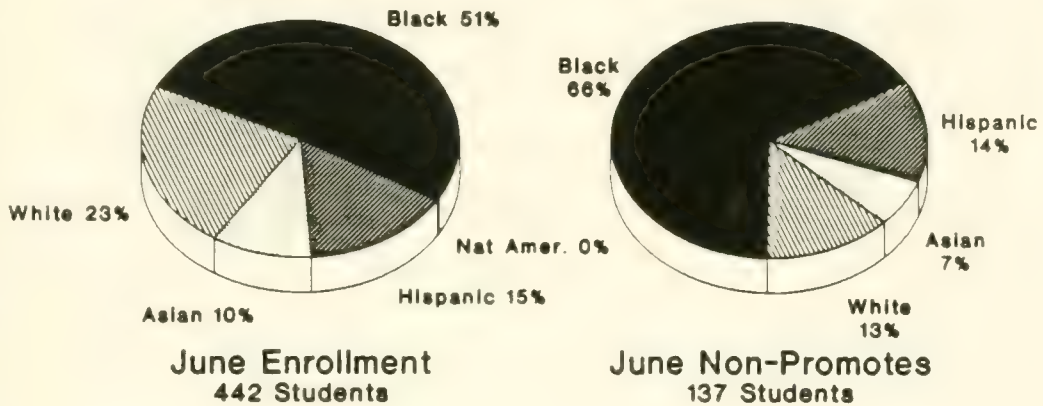
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1987-90 June Non-Promotes McKinley School



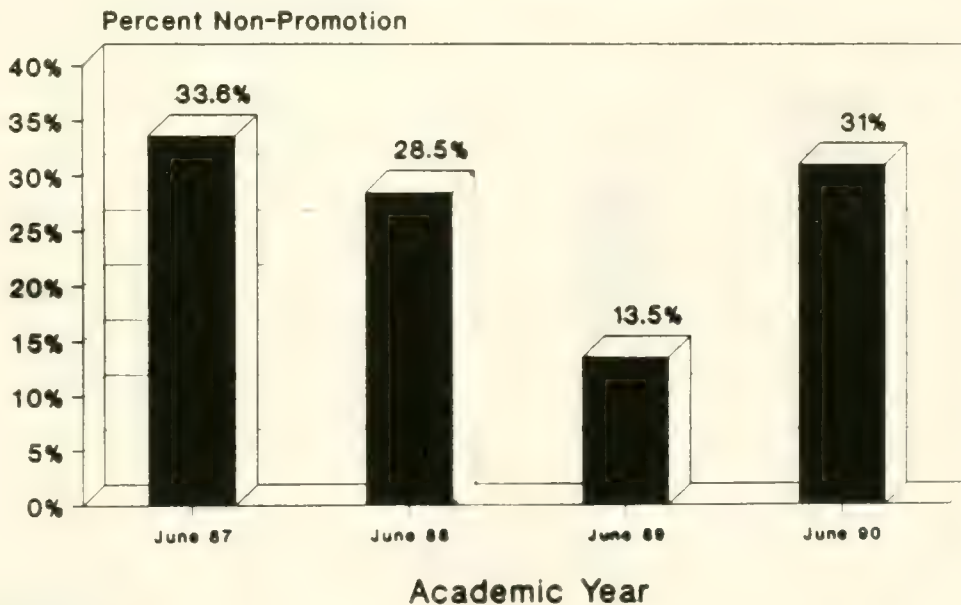
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1990 June Non-Promotes Snowden International



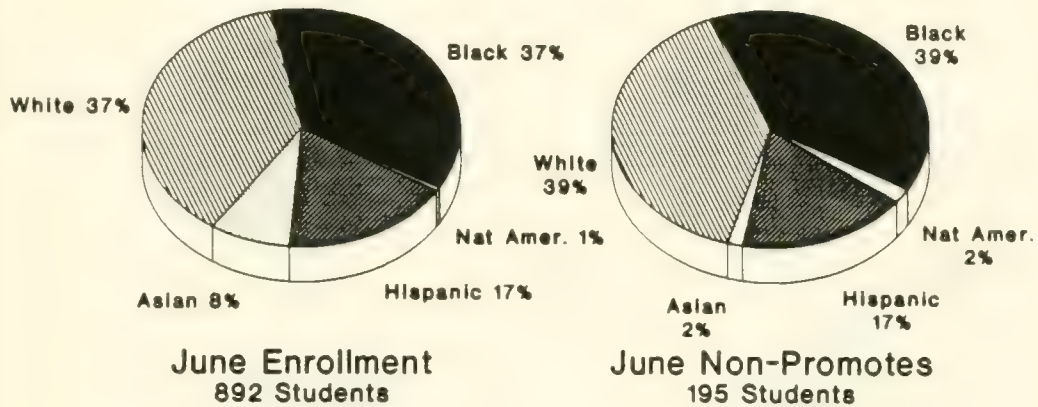
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1987-90 June Non-Promotes Snowden International



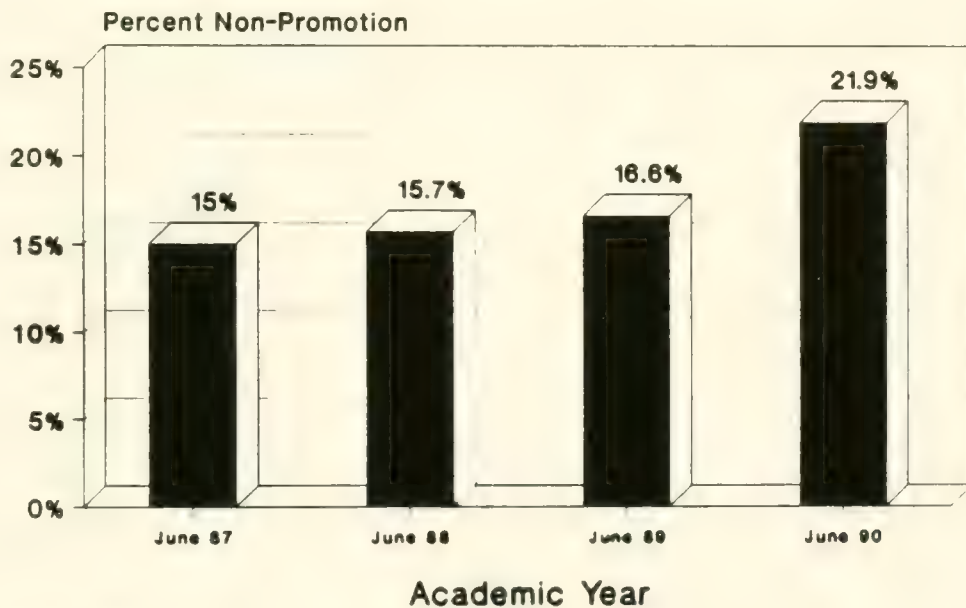
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1990 June Non-Promotes South Boston High



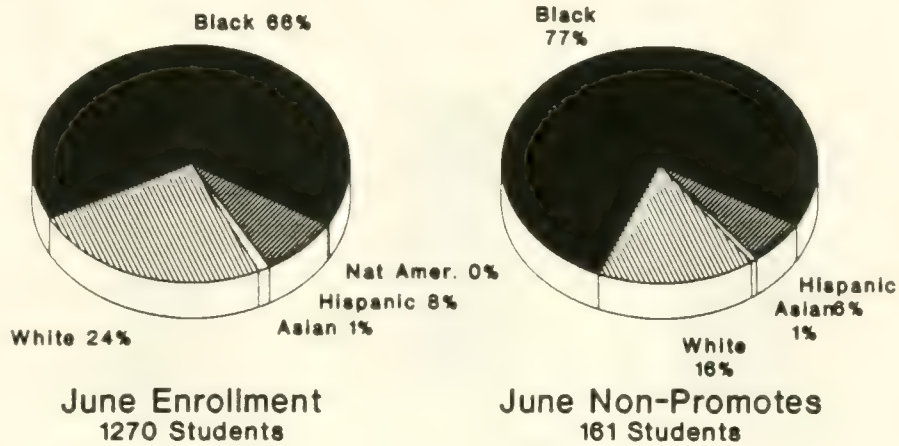
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1987-90 June Non-Promotes South Boston High



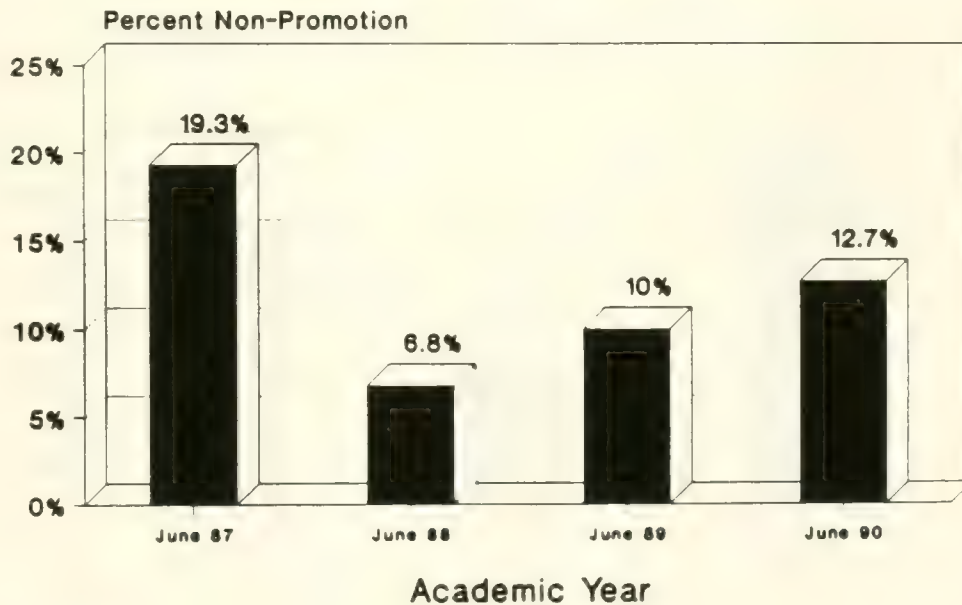
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1990 June Non-Promotes West Roxbury High



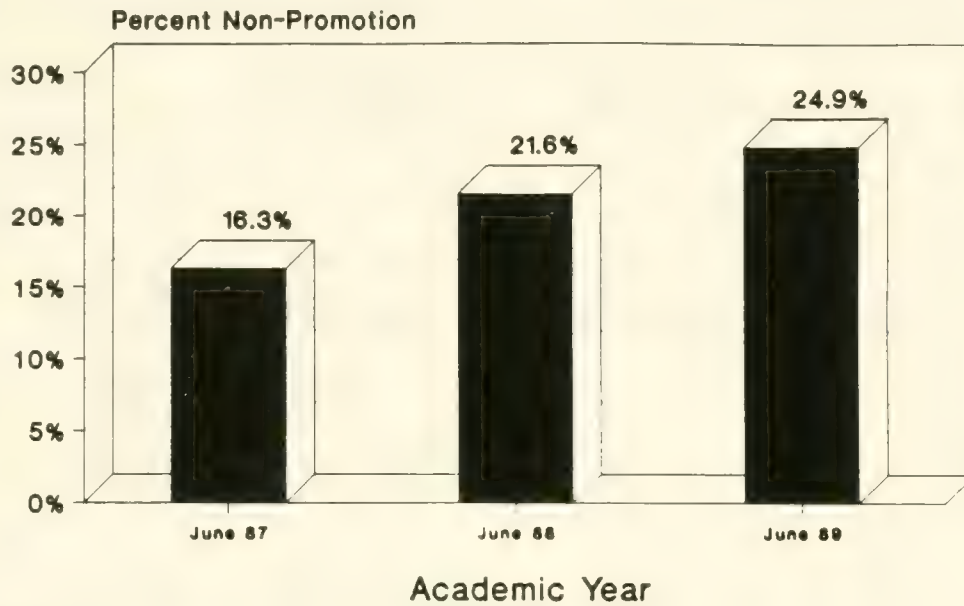
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1987-90 June Non-Promotes West Roxbury High



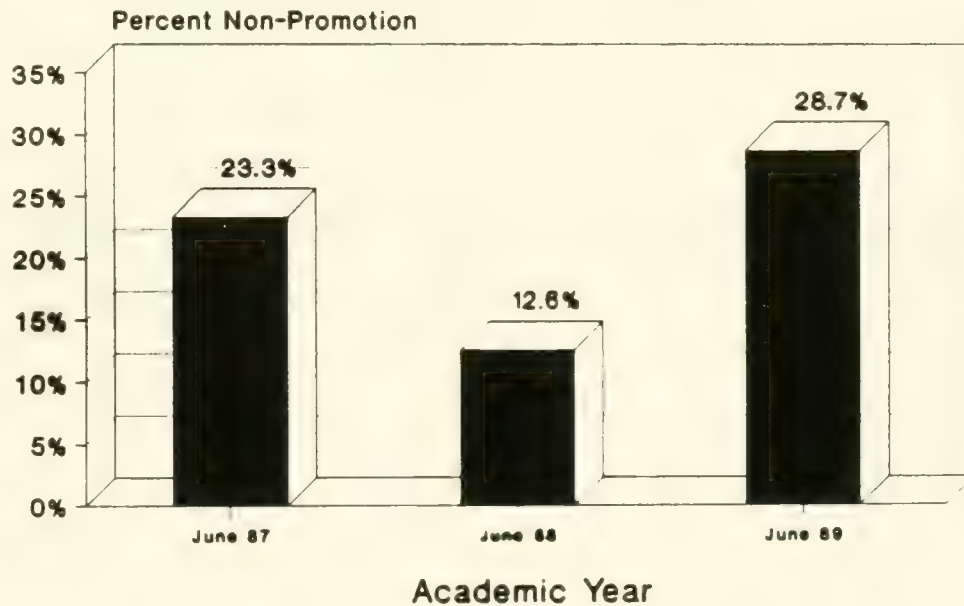
wrox904a.cht
fg 01/08/91

1987-89 June Non-Promotes Jamaica Plain High



jp904a.cht
fg 01/06/91

1987-89 June Non-Promotes Umana High



uman904a.cht
fg 01/06/91

BPS High School Dropouts 1986 - 1990

- ✓ High School Dropout Rates
by Race
1986 - 1990
- ✓ Annual Dropout Rates
by School by Race
1989 - 1990
- ✓ Annual Dropout Rates
1986 - 1990
- ✓ School by School Comparison
1989 - 1990

FY90 High School Dropout Rates by Race

Dropout Rates Calculated by the HS Zone Method

	B	B_E	B_DPH	W	W_E	W_DPH	A	A_E	A_DPH	H	H_E	H_DPH	NA	NA_E	Total	Tot_E	DPH
(9-12)	0	301	0.0	0	691	0.0	0	283	0.0	0	92	0.0	0	1	0	1368	0.0
emy (9-12)	2	261	0.8	0	302	0.0	0	171	0.0	0	46	0.0	0	4	2	784	0.3
	17	575	2.9	2	106	1.9	0	340	0.0	1	123	0.8	0	3	20	1147	1.7
on	35	416	7.8	19	128	12.9	1	7	12.5	23	274	7.7	1	8	79	833	8.7
ton	64	290	18.1	26	87	23.0	31	288	9.7	57	250	18.6	1	0	179	915	16.4
g	51	627	7.5	3	32	8.6	2	41	4.7	12	83	12.6	0	4	68	787	8.0
lestown	55	258	17.6	29	161	15.3	24	270	8.2	44	235	15.8	0	1	152	925	14.1
hester	98	477	17.0	21	33	38.9	3	9	25.0	41	163	20.1	1	2	164	684	19.3
ston	11	166	6.2	30	450	6.3	3	35	7.9	8	53	13.1	0	5	52	709	6.8
sh	56	507	9.9	16	134	10.7	4	33	10.8	65	459	12.4	2	2	143	1135	11.2
Park	114	706	13.9	27	135	16.7	0	7	0.0	15	49	23.4	0	3	156	900	14.8
ison	42	1114	3.6	9	102	8.1	0	35	0.0	25	350	6.7	0	8	76	1609	4.5
nden	7	226	3.0	4	102	3.8	0	45	0.0	1	68	1.4	0	1	12	442	2.6
oston	45	326	12.1	36	333	9.8	5	73	6.4	23	155	12.9	3	5	112	892	11.2
oxbury	58	838	6.5	31	309	9.1	0	15	0.0	13	105	11.0	1	3	103	1270	7.5
Total:	655	7088	8.5	253	3105	7.5	73	1652	4.2	328	2505	11.6	9	50	1318	14400	8.4
n (9-12):	19	1137	1.6	2	1099	0.2	0	794	0.0	1	261	0.4	0	8	22	3299	0.7
-Exam T:	636	5951	9.7	251	2006	11.1	73	858	7.8	327	2244	12.7	9	42	1296	11101	10.5
er	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	0	0.0
ace Mann	0	8	0.0	0	10	0.0	0	2	0.0	0	14	0.0	0	0	0	34	0.0
inley	35	130	21.2	7	41	14.6	0	2	0.0	6	25	19.4	0	2	48	200	19.4
nd Total:	690	7226	9.5	260	3156	8.2	73	1656	4.4	334	2544	13.1	9	52	1366	14634	8.5

anation

1. B = number of dropouts for Black in grades 9-12; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in grades 9-12 in June; B_DPH = Number of yearly dropouts per 100 Black students.
2. Tot_E = total June 90 actual enrollment in grades 9-12 (McKinley: 7-12); DPH = HSZ dropouts per 100 students.
3. HSZ method: Dropouts = Codes 2X discharges; Reference population = June actual enrollment * plus * dropouts.

el Template: FY90DO1a.xls

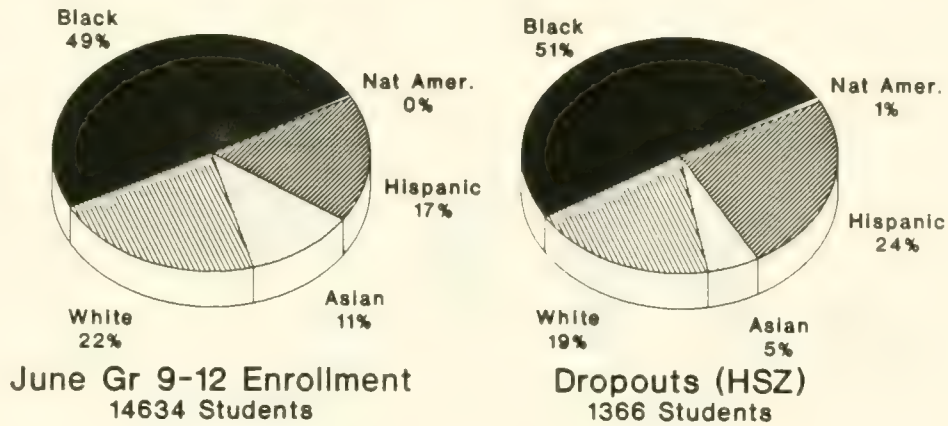
Source: School Profile Tables files provided by OIS

ated: fg04/09/89

ised: fg12/31/90 Rev. 1.0

1989-90 Dropouts by Race

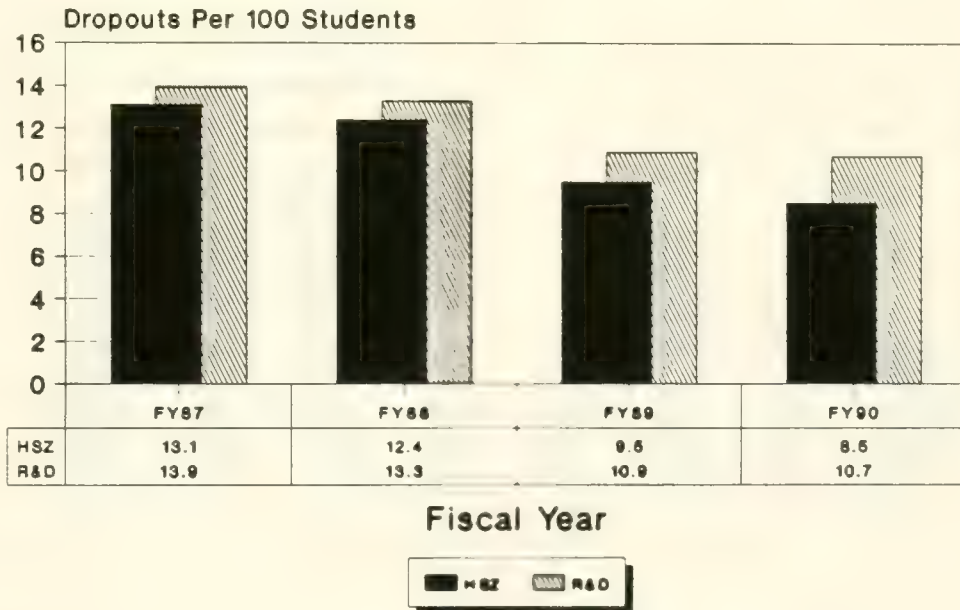
BPS High School Students



bps90_3.cht
fg 12/31/90

Annual HS Dropout Rates

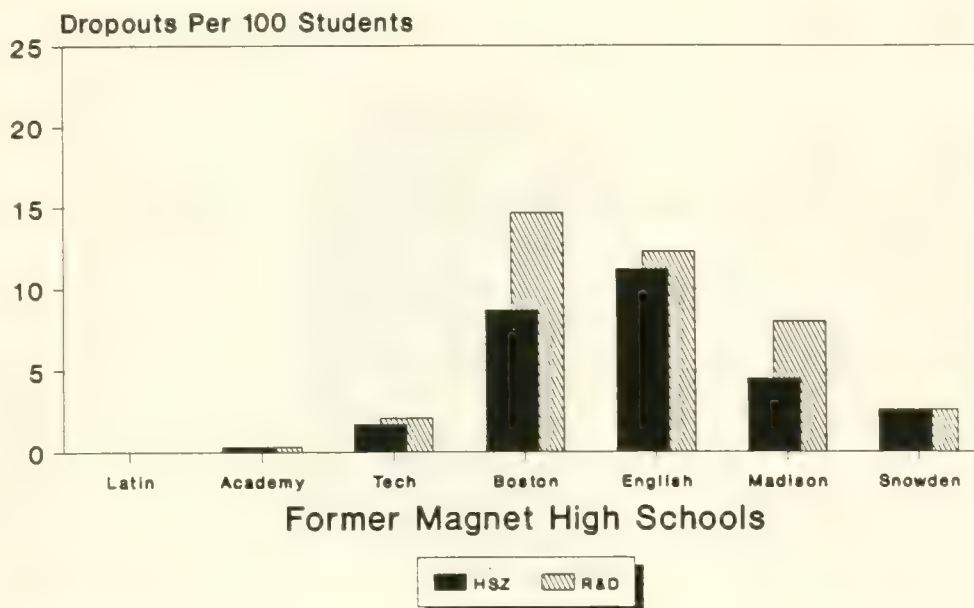
BPS High School Students



bps903a.cht
fg 12/31/90

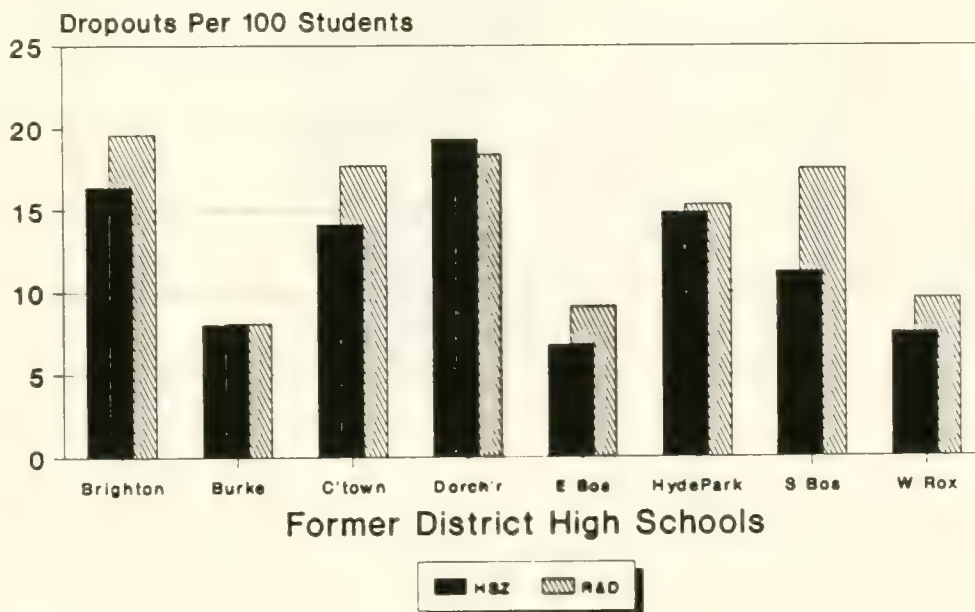


FY90 Annual HS Dropout Rates All Students



fy90do1e.cht
fg 12/30/90

FY90 Annual HS Dropout Rates All Students

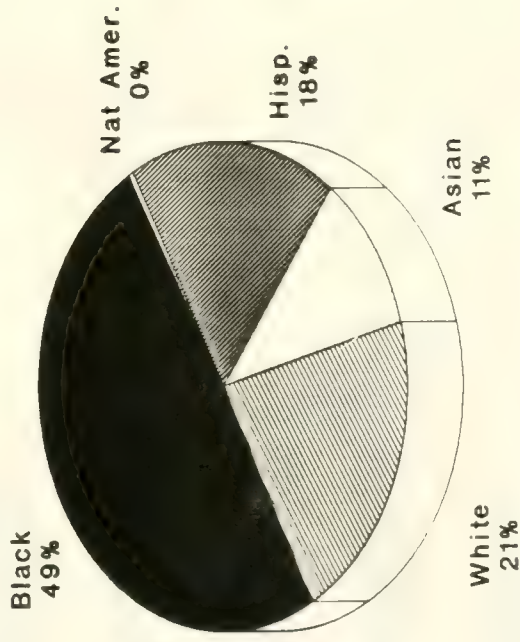


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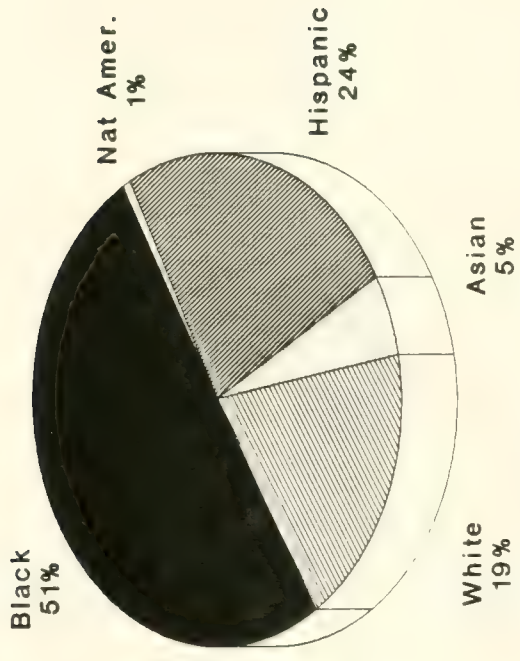


1989-90 Dropouts by Race

BPS High Schools



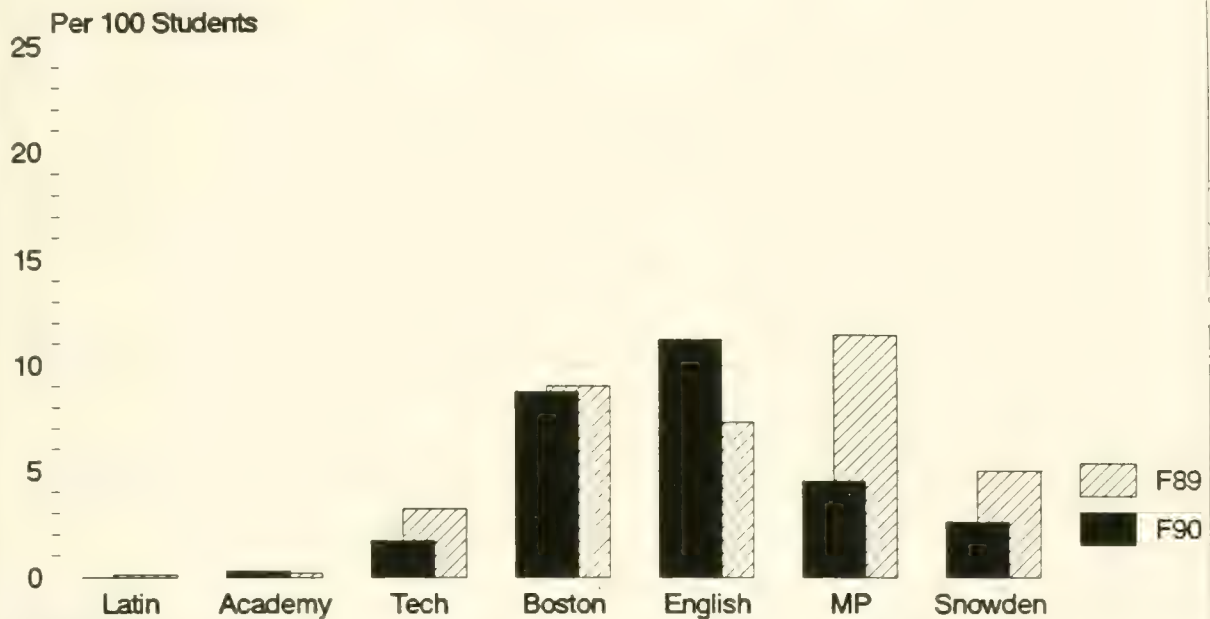
Reference Population
16000 Students



Dropouts (HSZ)
1366 Students



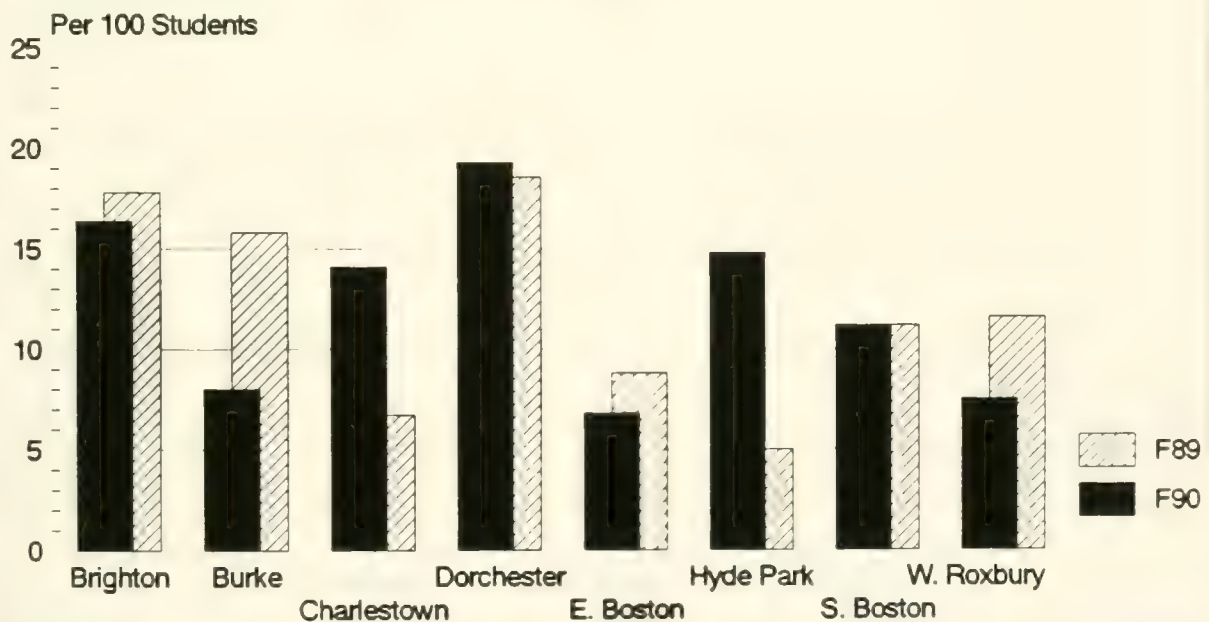
Annual Dropout Rates (HSZ) All Students



HSZ:fg08/21/90

DROP90M_

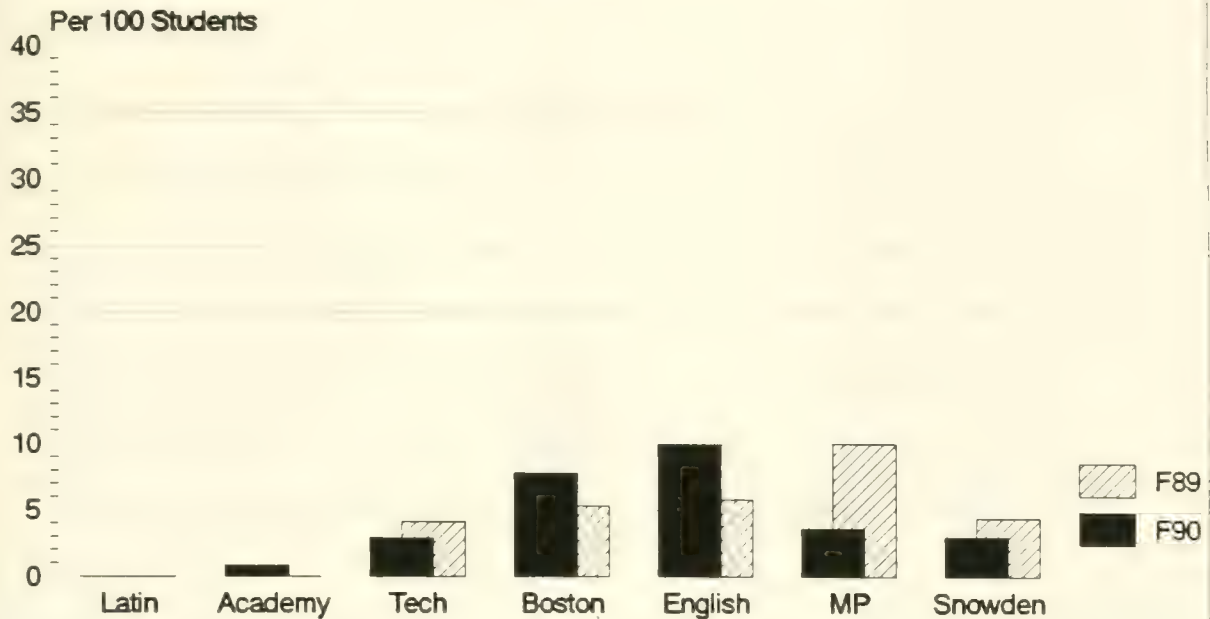
Annual Dropout Rates (HSZ) All Students



HSZ:fg08/21/90

DROP90C_

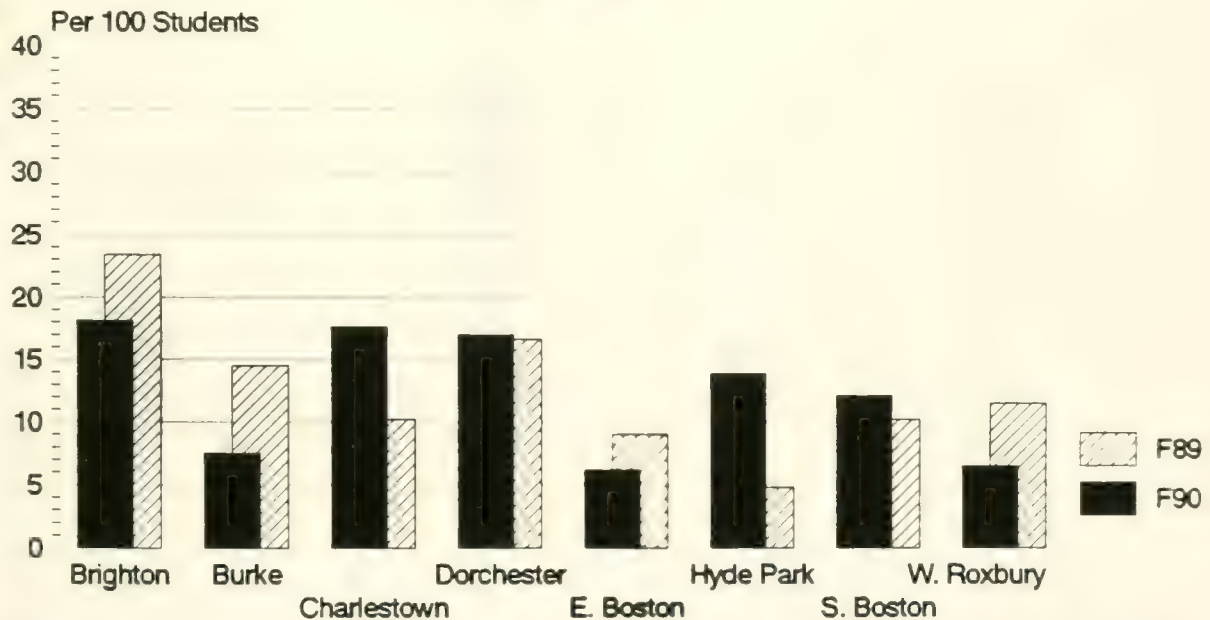
Annual Dropout Rates (HSZ) Black



HSZ:fg08/21/90

DROP90MB

Annual Dropout Rates (HSZ) Black

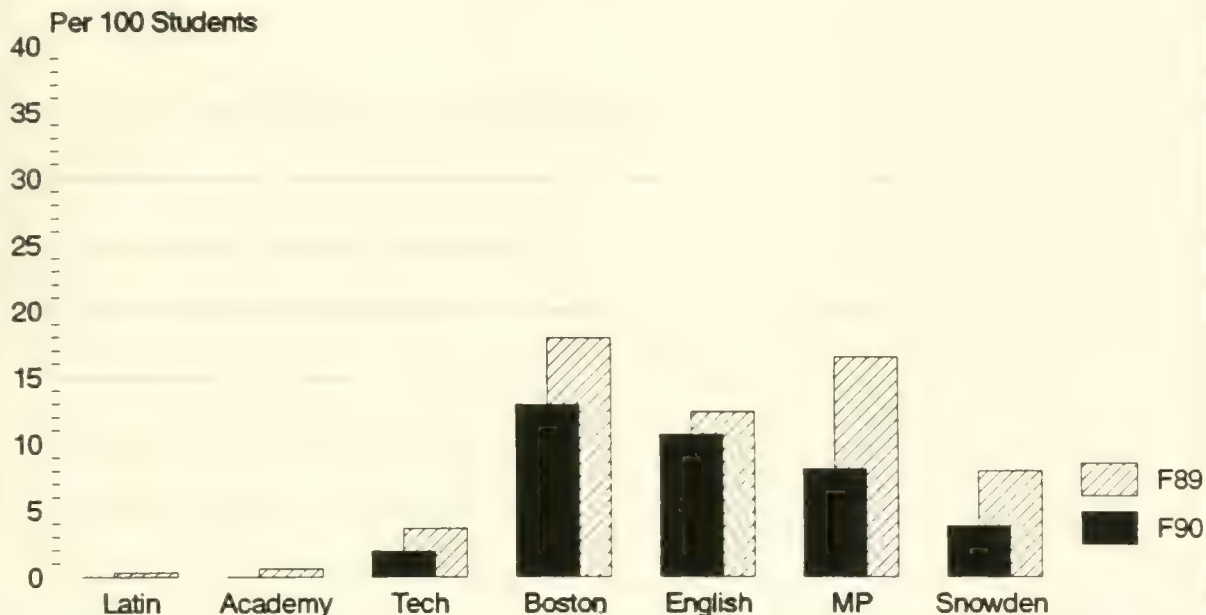


HSZ:fg08/21/90

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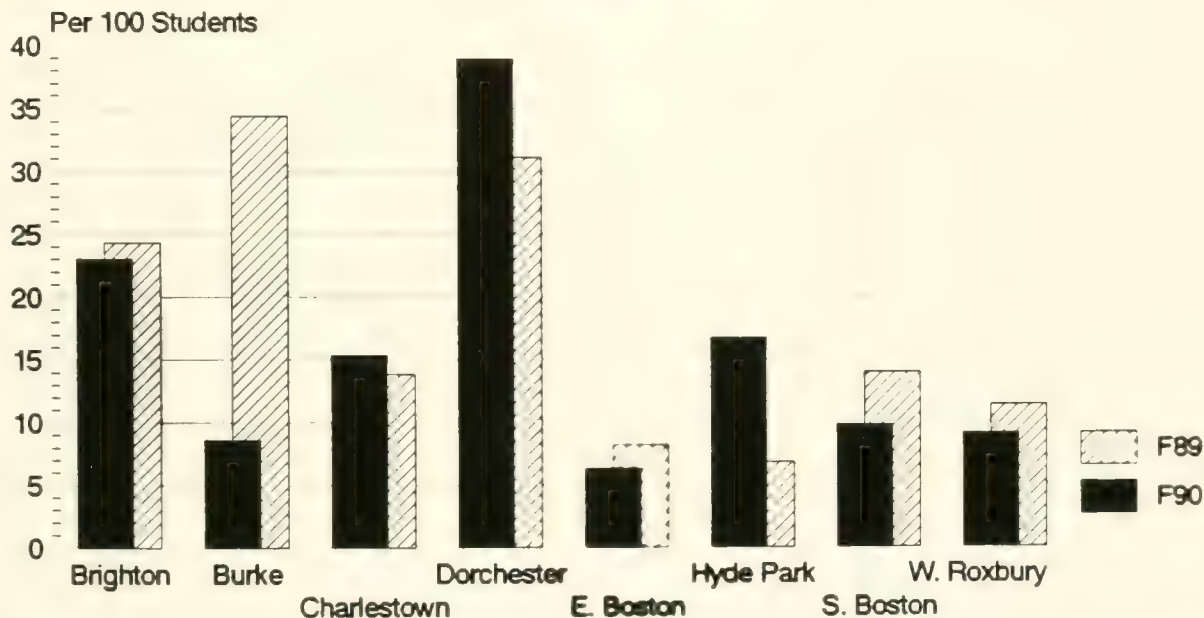
Annual Dropout Rates (HSZ) White



HSZ:fg08/21/90

DROP90MW

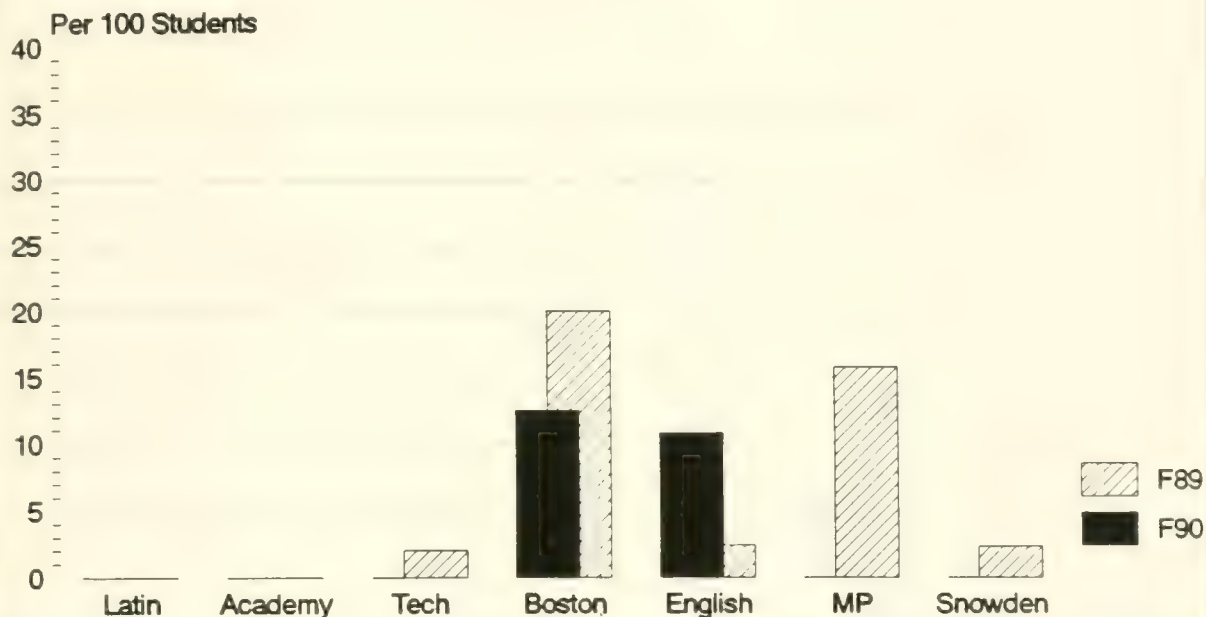
Annual Dropout Rates (HSZ) White



HSZ:fg08/21/90

DROP90CW

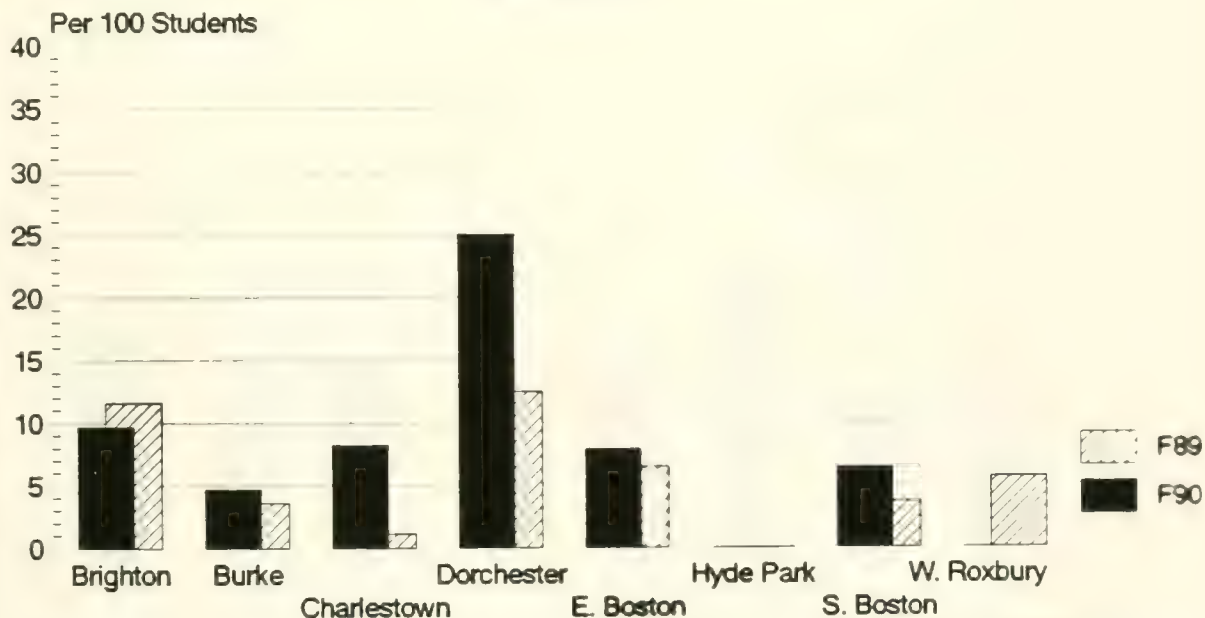
Annual Dropout Rates (HSZ) Asian



HSZ:tg08/21/90

DROP90MA

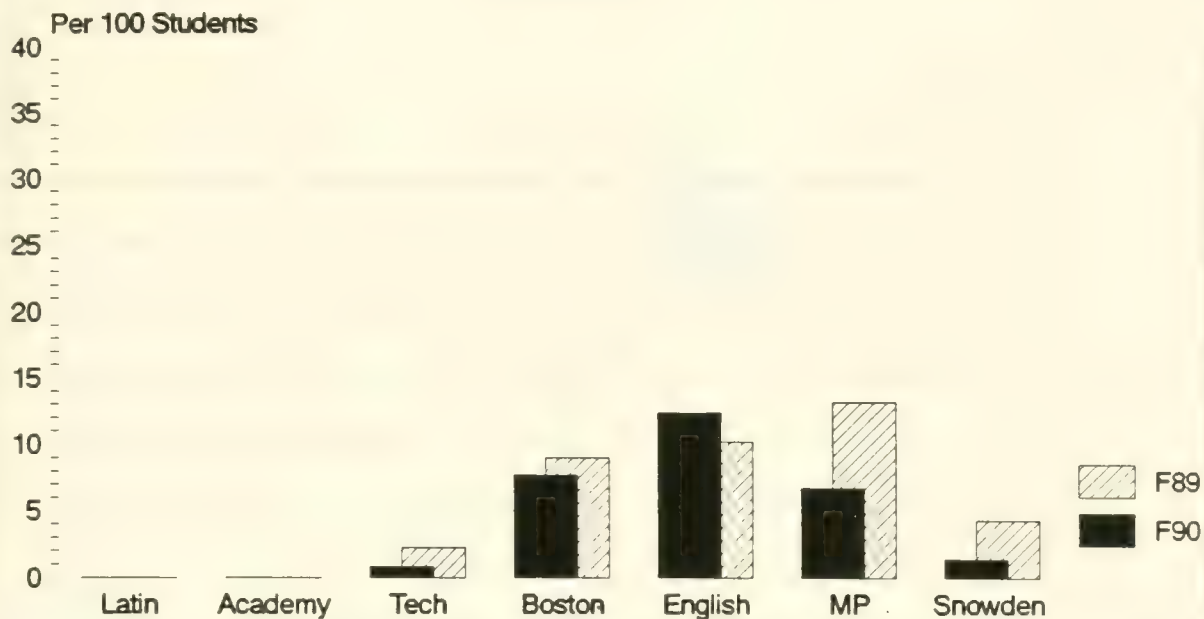
Annual Dropout Rates (HSZ) Asian



HSZ:tg08/21/90

DROP90CA

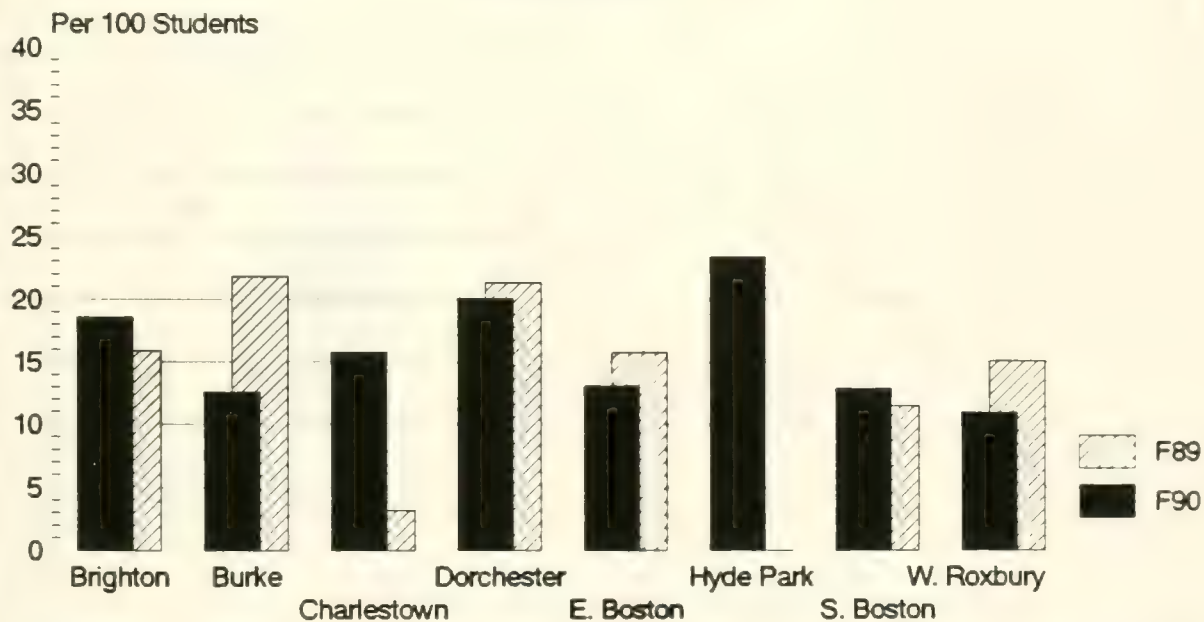
Annual Dropout Rates (HSZ) Hispanic



HSZ:fg08/21/90

DROP90MH

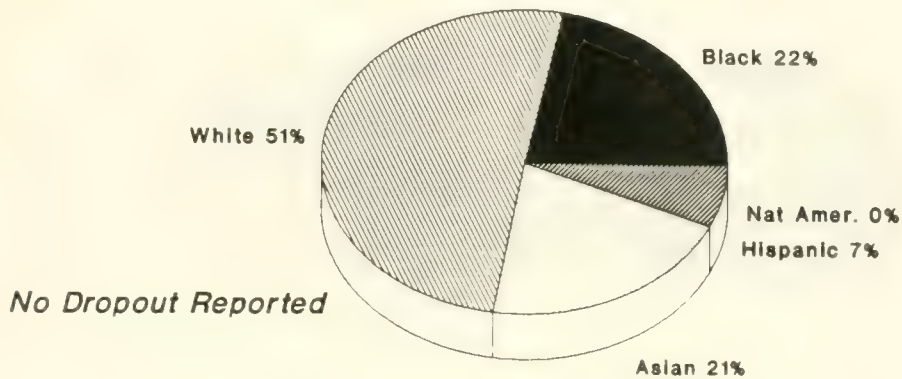
Annual Dropout Rates (HSZ) Hispanic



HSZ:fg08/21/90

DROP90CH

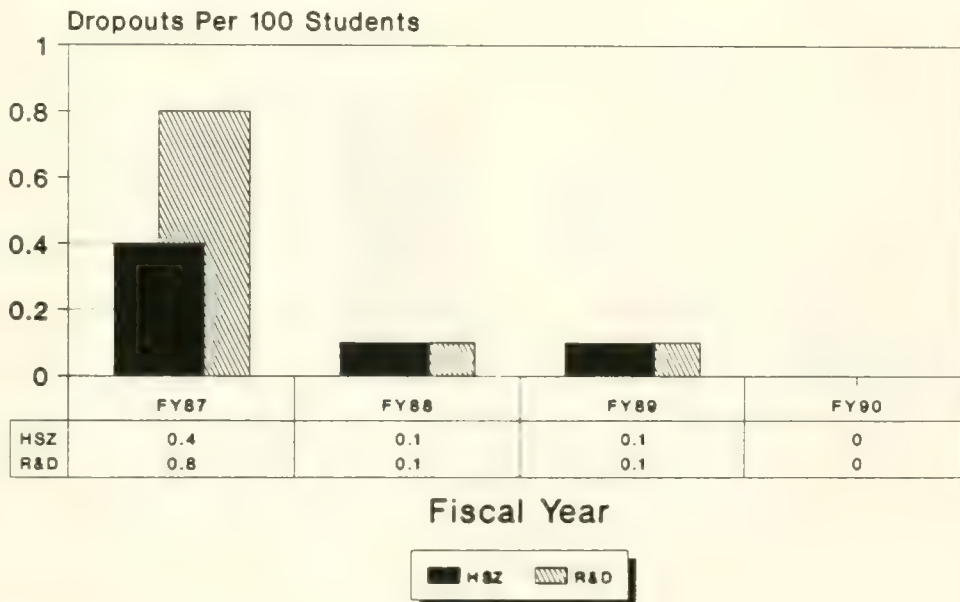
1989-90 Dropouts by Race Boston Latin



June G9-12 Enrollment
1368 Students

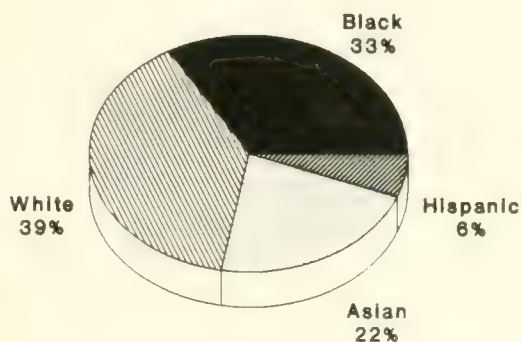
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Annual HS Dropout Rates Boston Latin

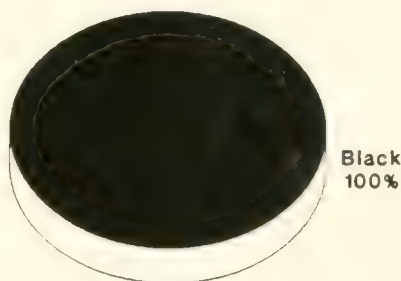


bls903a.cht
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1989-90 Dropouts by Race Latin Academy



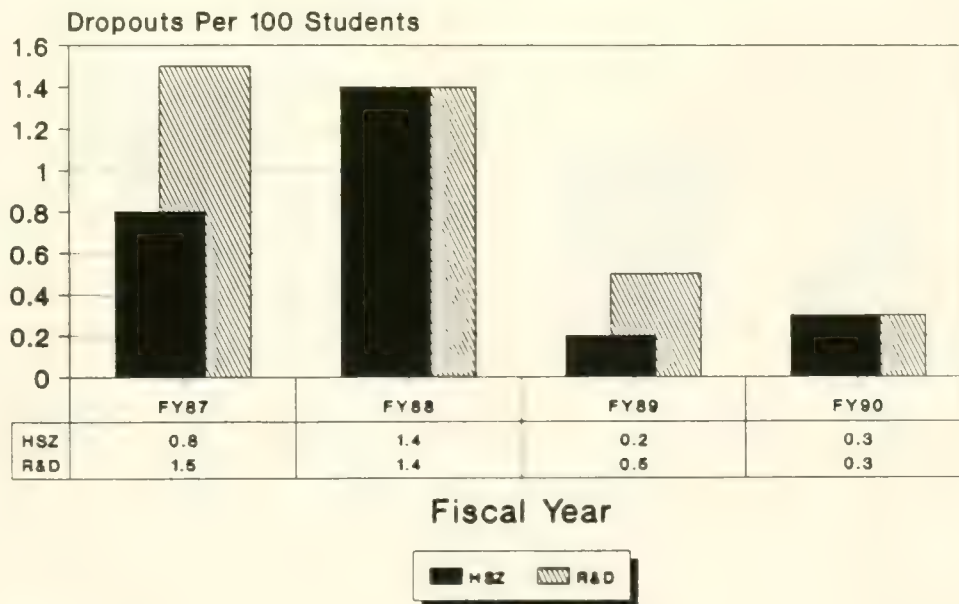
June Gr 9-12 Enrollment
784 Students



Dropouts (HSZ)
2 Students

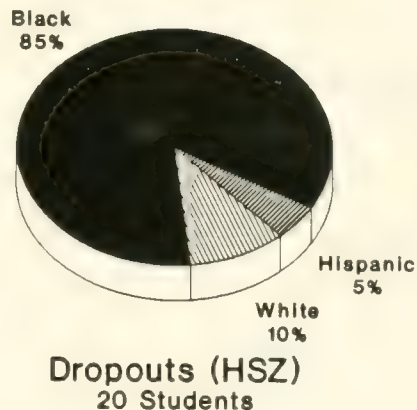
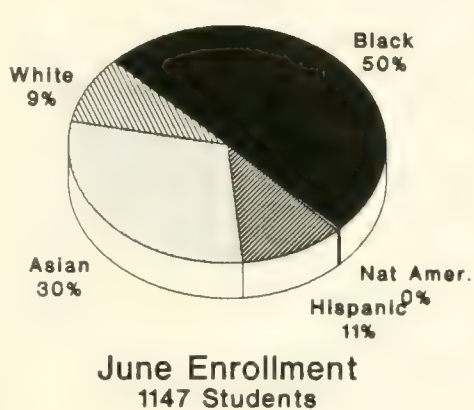
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Annual HS Dropout Rates Latin Academy



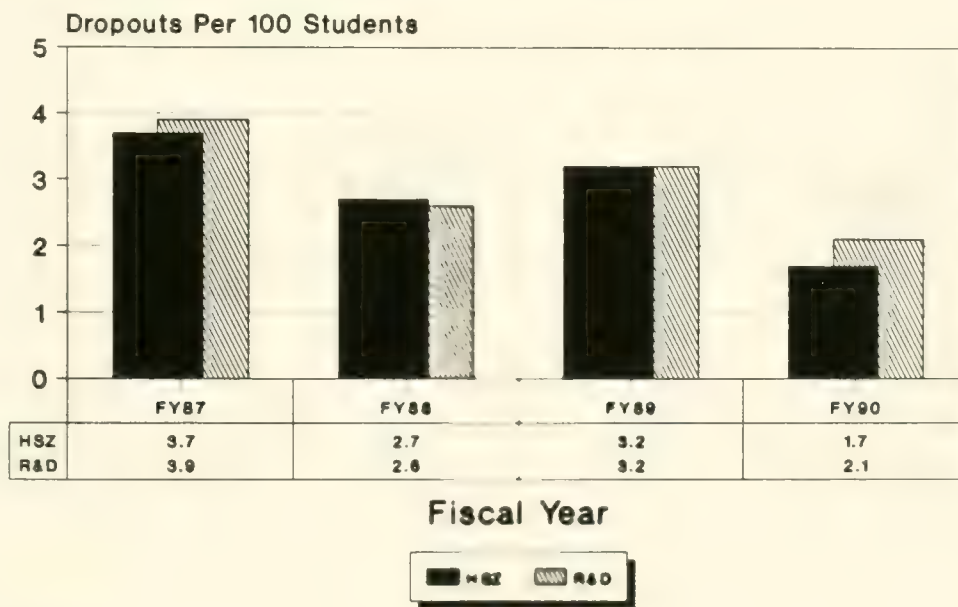
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1989-90 Dropouts by Race Boston Technical



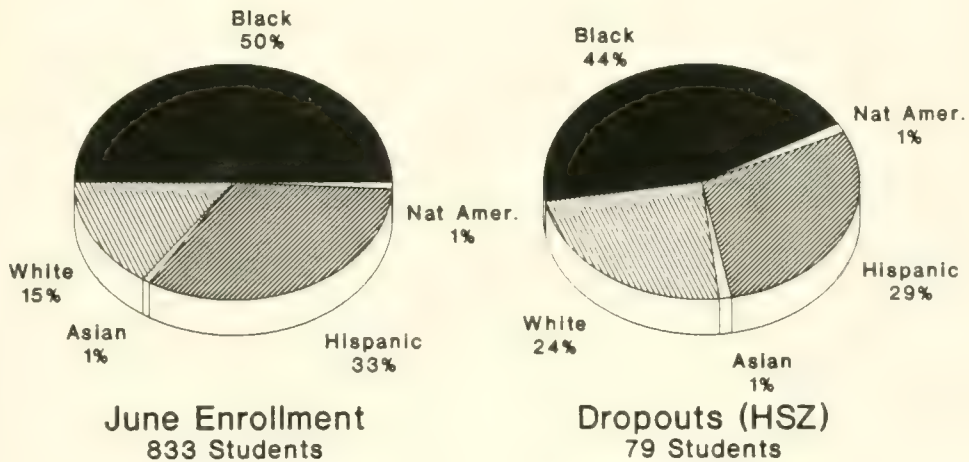
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Annual HS Dropout Rates Boston Technical



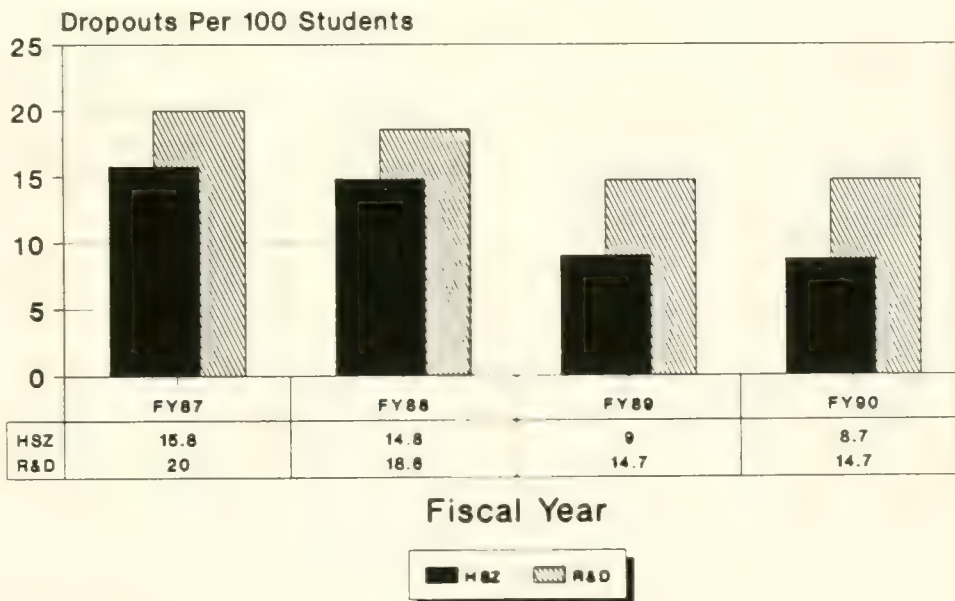
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1989-90 Dropouts by Race Boston High



bosh90_3.cht
fg 12/31/90

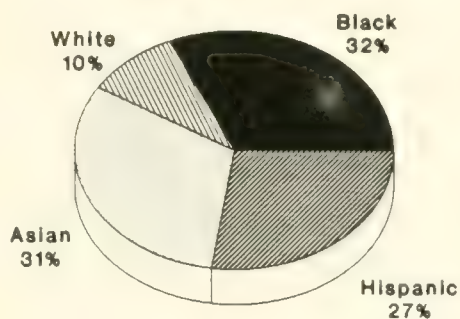
Annual HS Dropout Rates Boston High



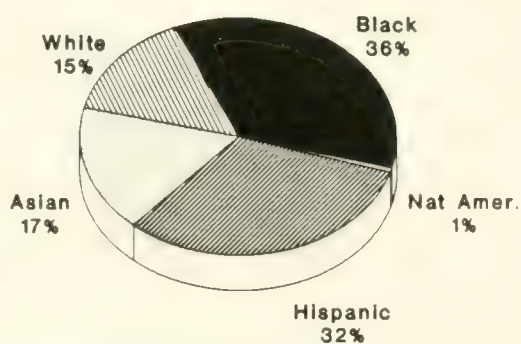
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fg 01/05/91



1989-90 Dropouts by Race Brighton High



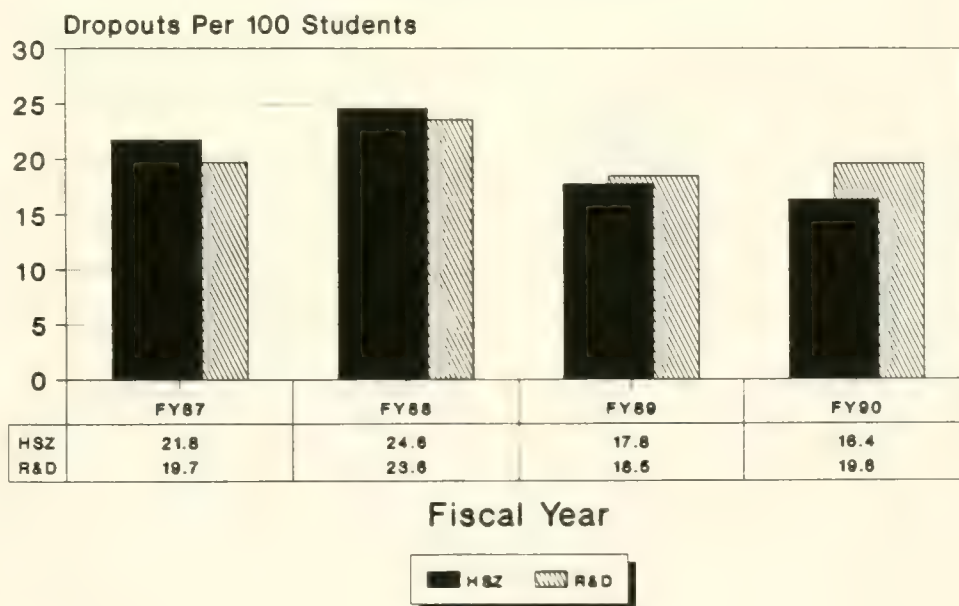
June Enrollment
915 Students



Dropouts (HSZ)
179 Students

brig90_3.cht
fg 12/30/90

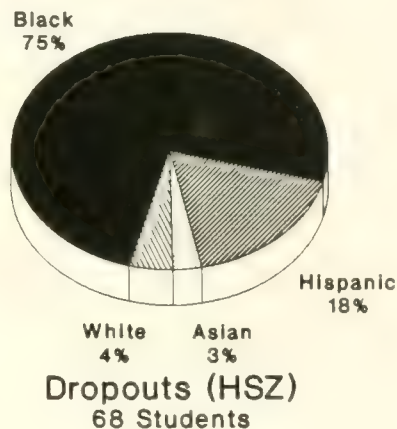
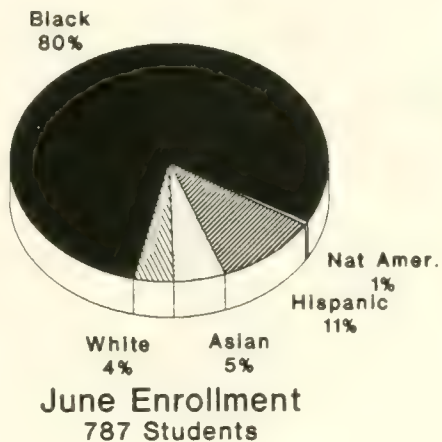
Annual HS Dropout Rates Brighton High



brig903a.cht
fg 01/05/91

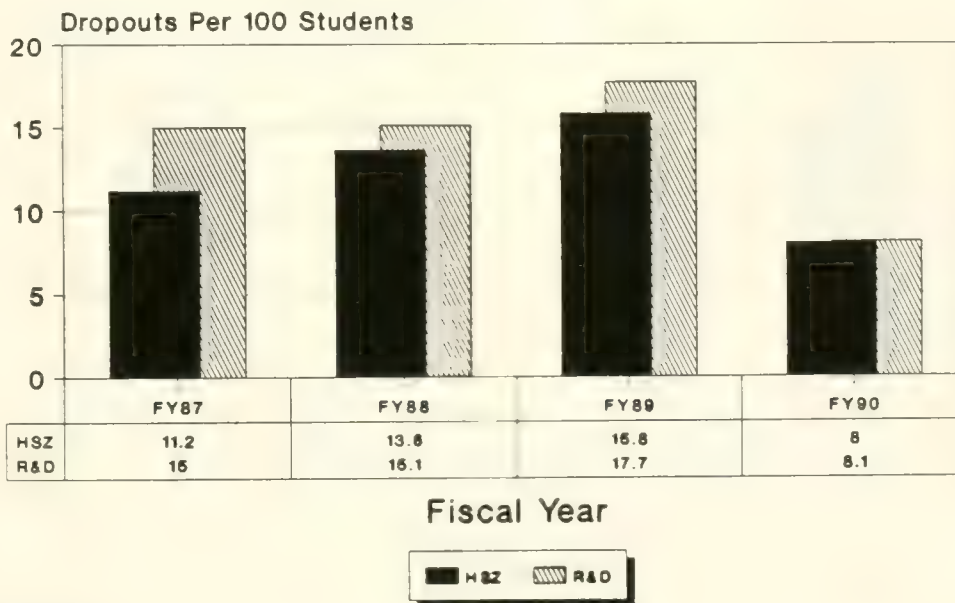


1989-90 Dropouts by Race Burke High

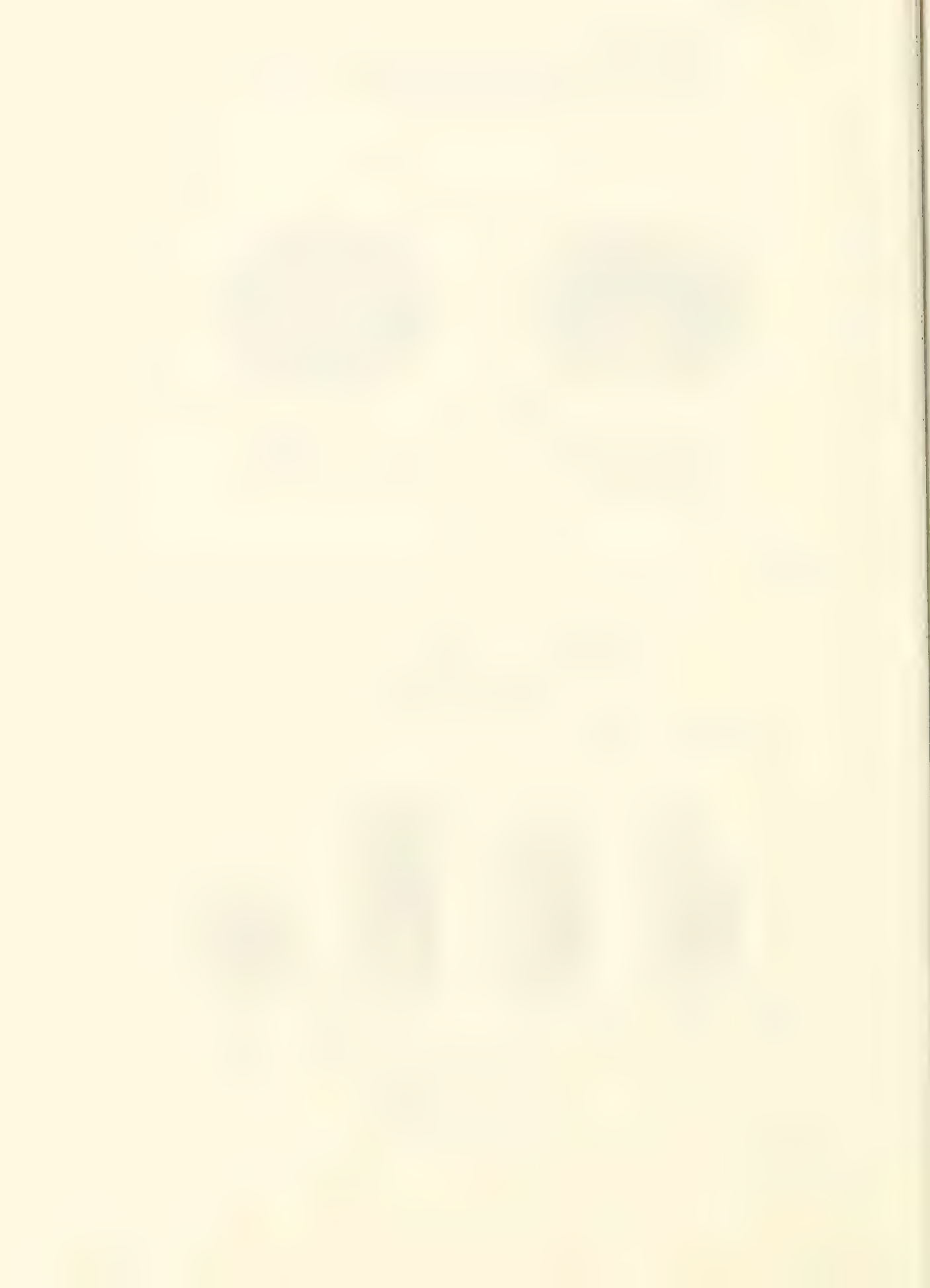


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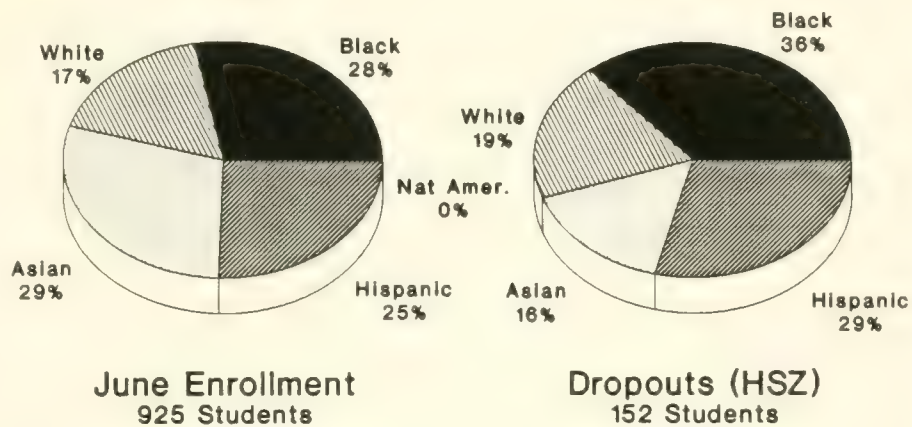
Annual HS Dropout Rates Burke High



burk903a.cht
fg 01/05/91

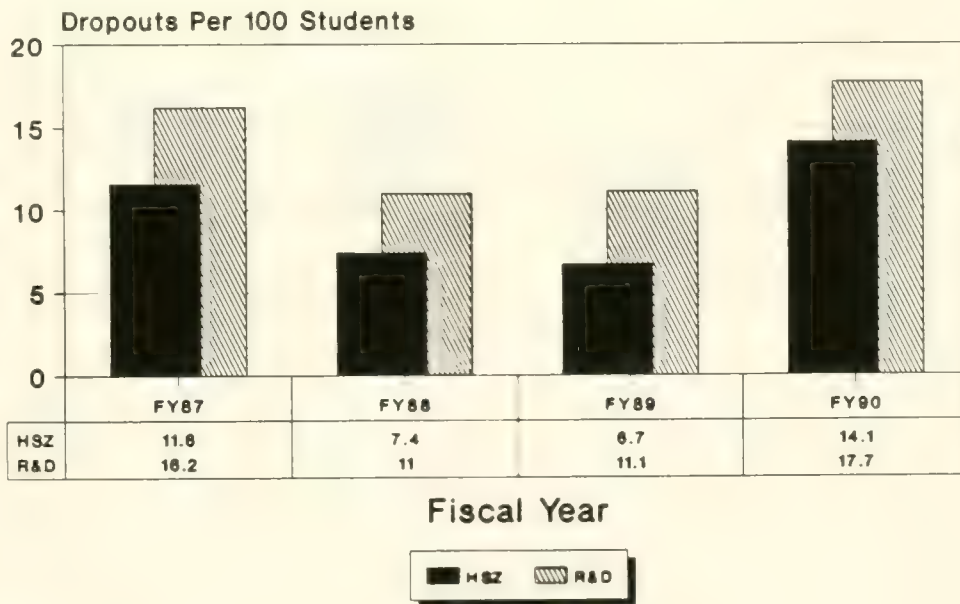


1989-90 Dropouts by Race Charlestown High



ct90_3.cht
fg 12/30/90

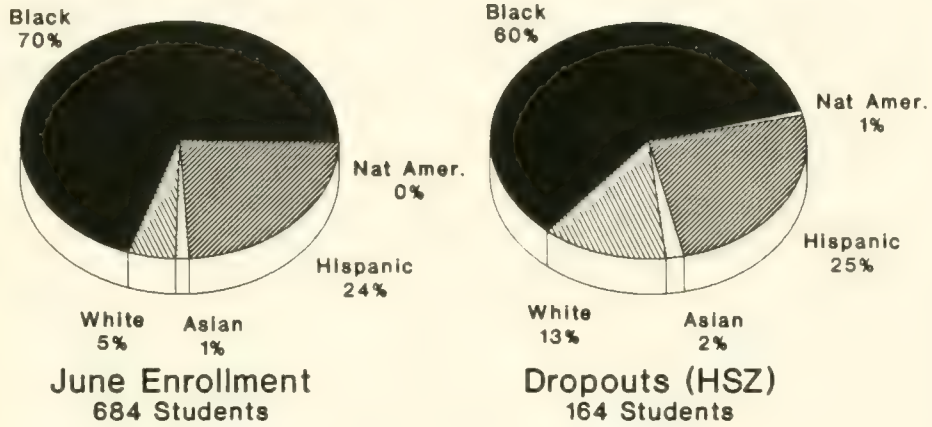
Annual HS Dropout Rates Charlestown High



ct903a.cht
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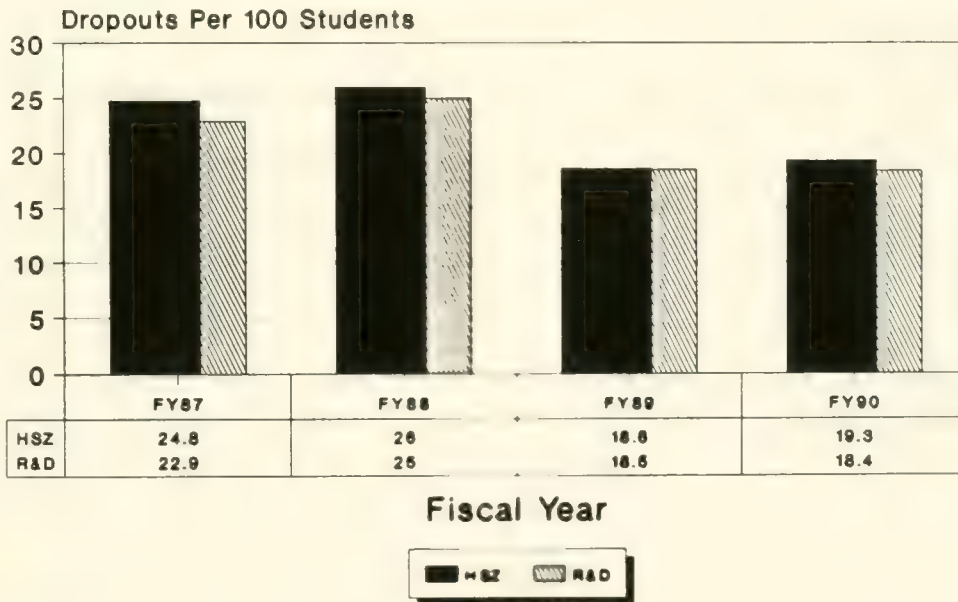


1989-90 Dropouts by Race Dorchester High

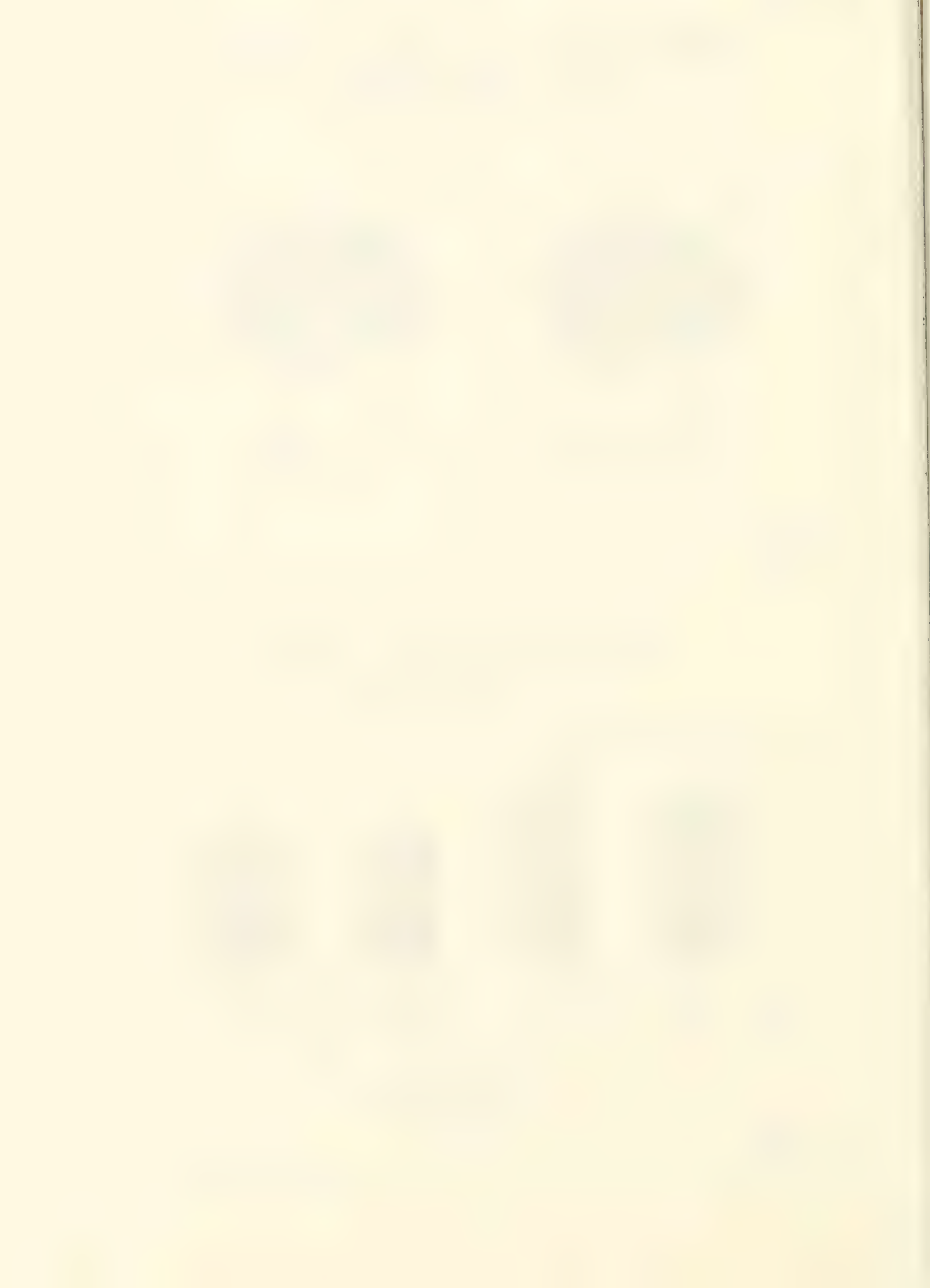


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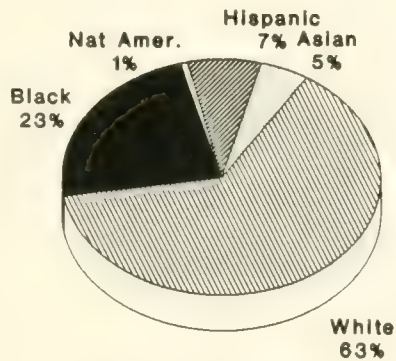
Annual HS Dropout Rates Dorchester High



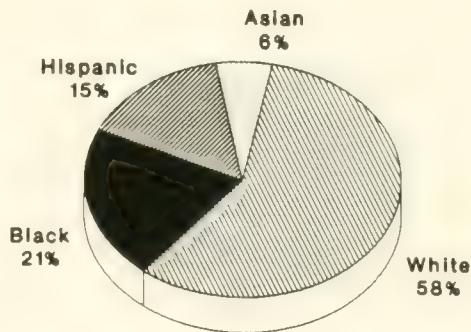
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fg 01/05/91



1989-90 Dropouts by Race East Boston High



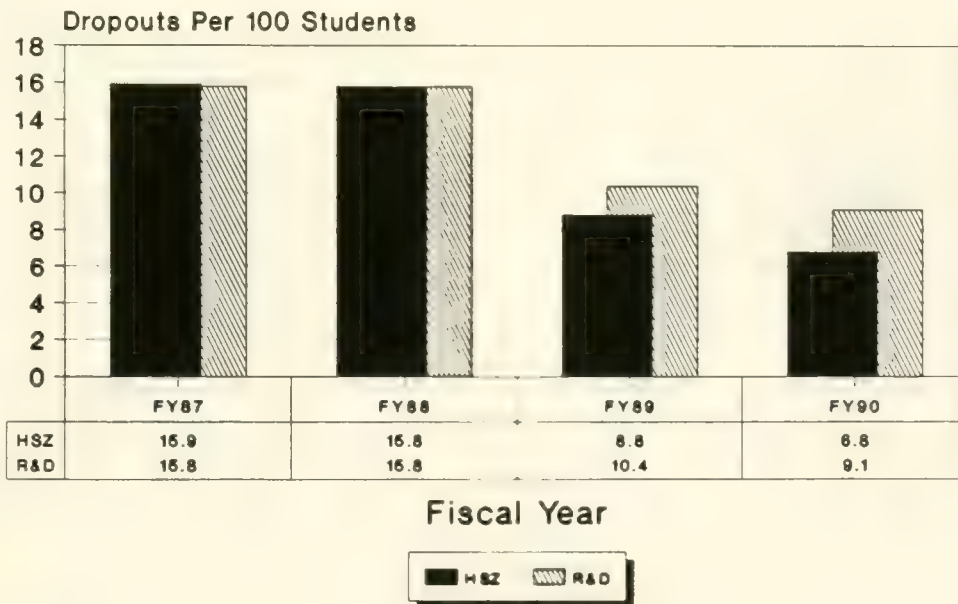
June Enrollment
709 Students



Dropouts (HSZ)
52 Students

ebos90_3.cht
fg 12/31/90

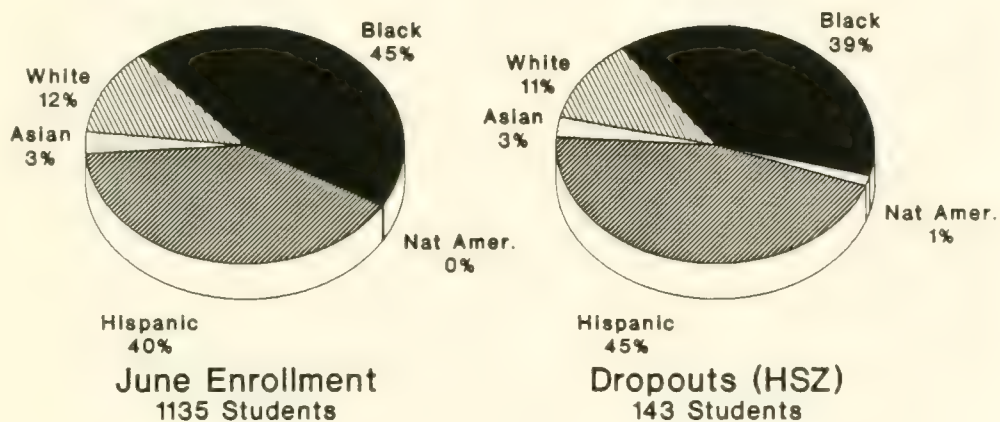
Annual HS Dropout Rates East Boston High



ebos903a.cht
fg 01/05/91

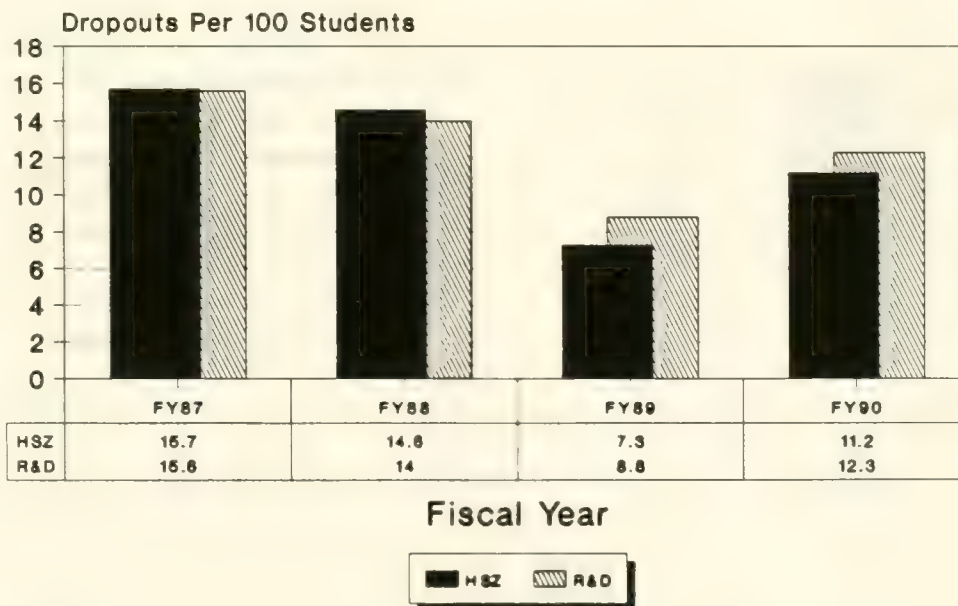


1989-90 Dropouts by Race English High

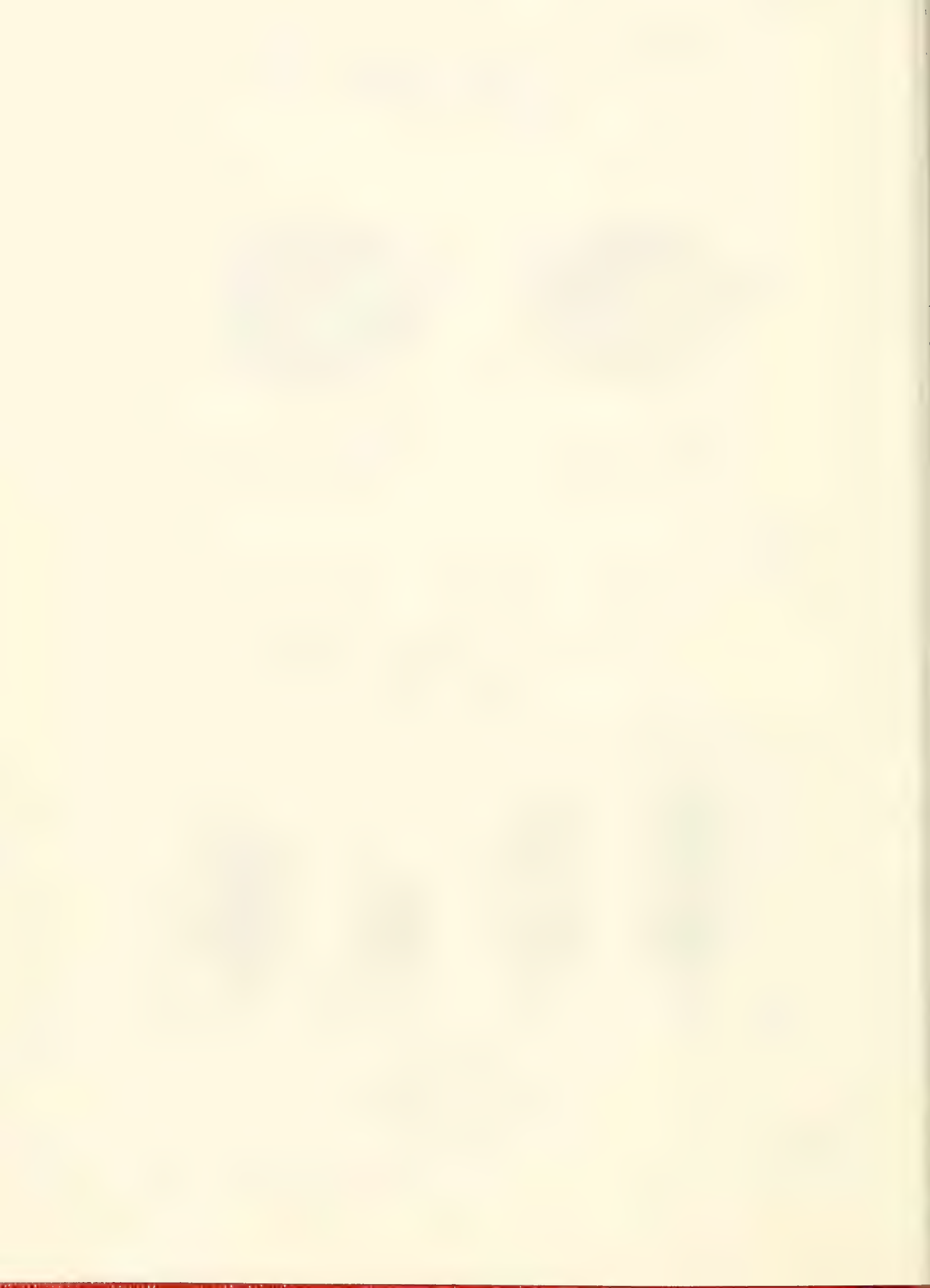


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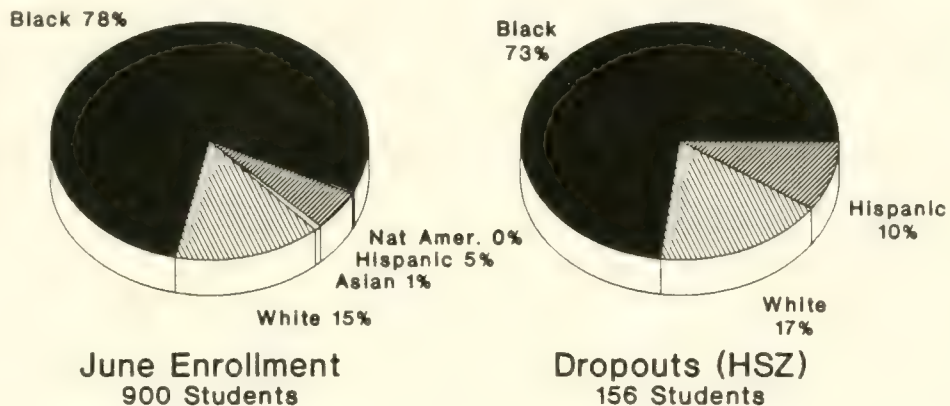
Annual HS Dropout Rates English High



eng903a.cht
fg 01/05/91

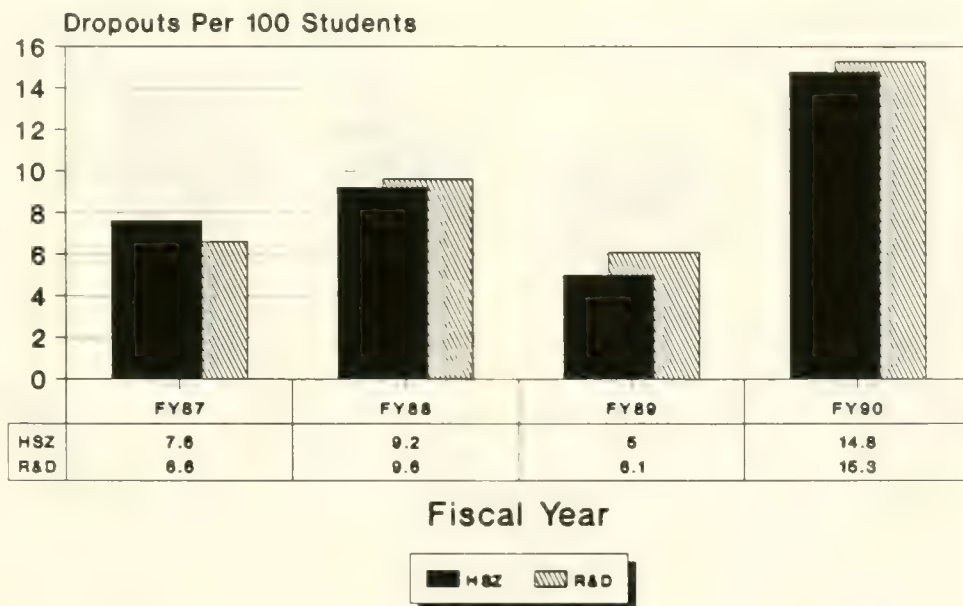


1989-90 Dropouts by Race Hyde Park High

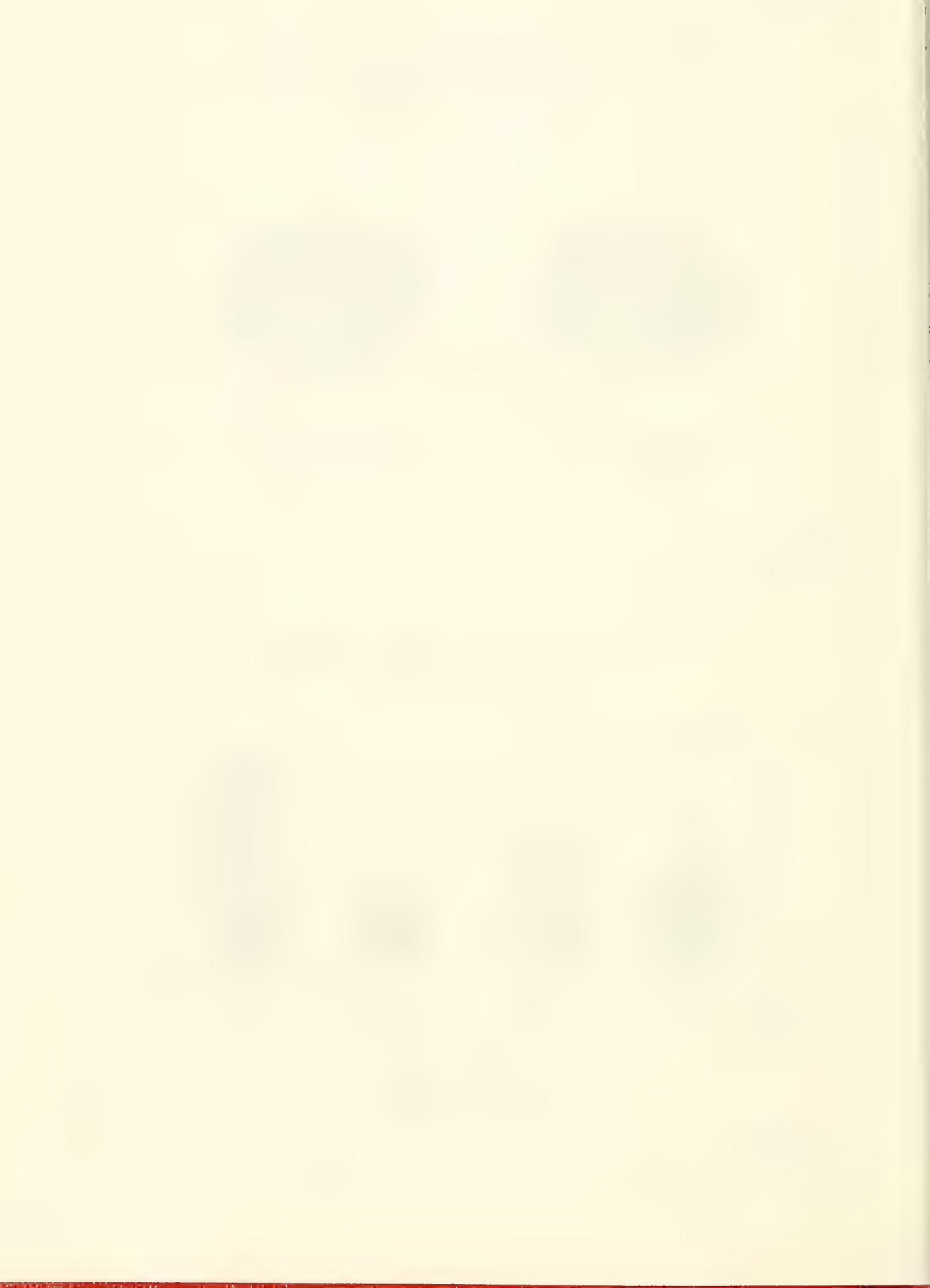


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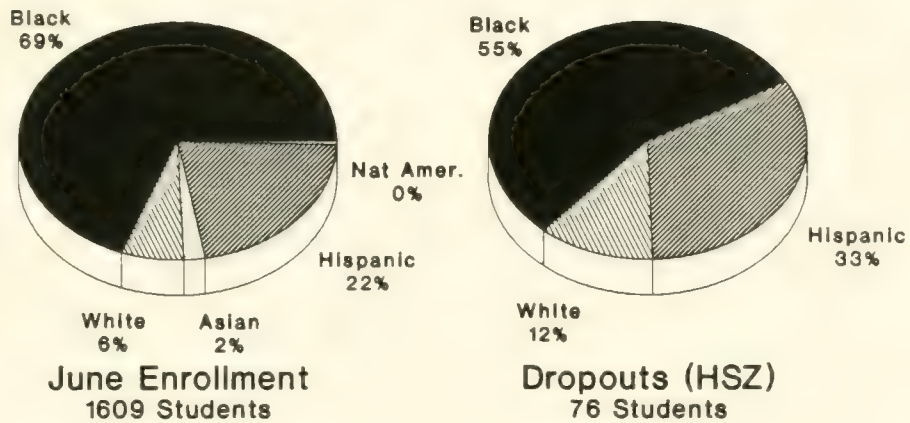
Annual HS Dropout Rates Hyde Park High



hp903a.cht
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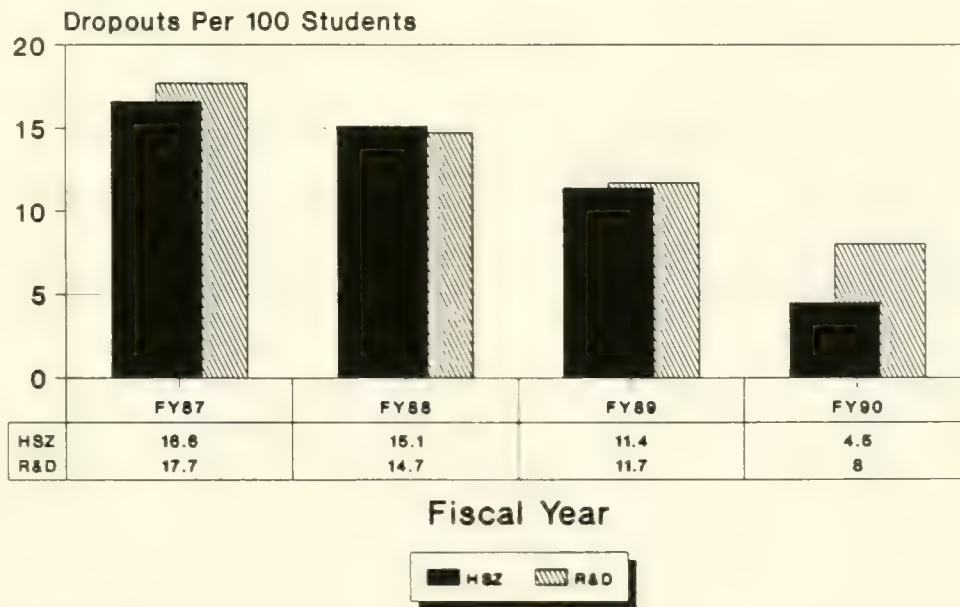


1989-90 Dropouts by Race Madison Park/Humphrey Center



mad90_3.cht
fg 12/31/90

Annual HS Dropout Rates Madison Park/Humphrey Center

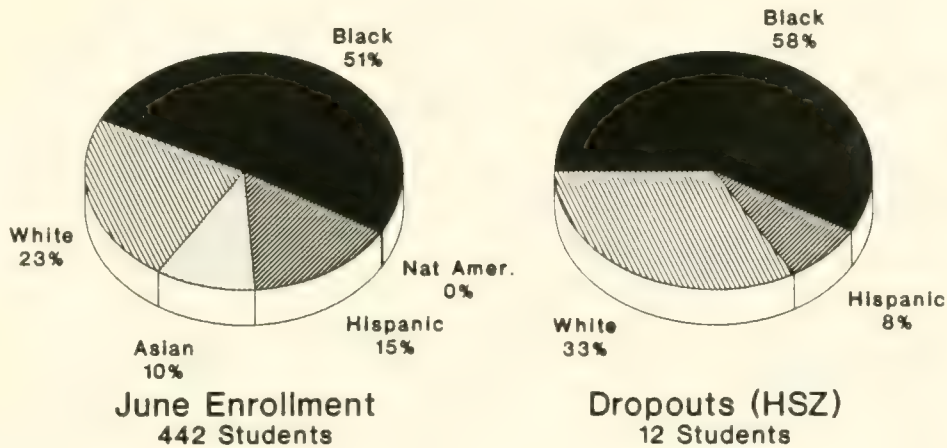


mad903a.cht
fg 01/05/91



1989-90 Dropouts by Race

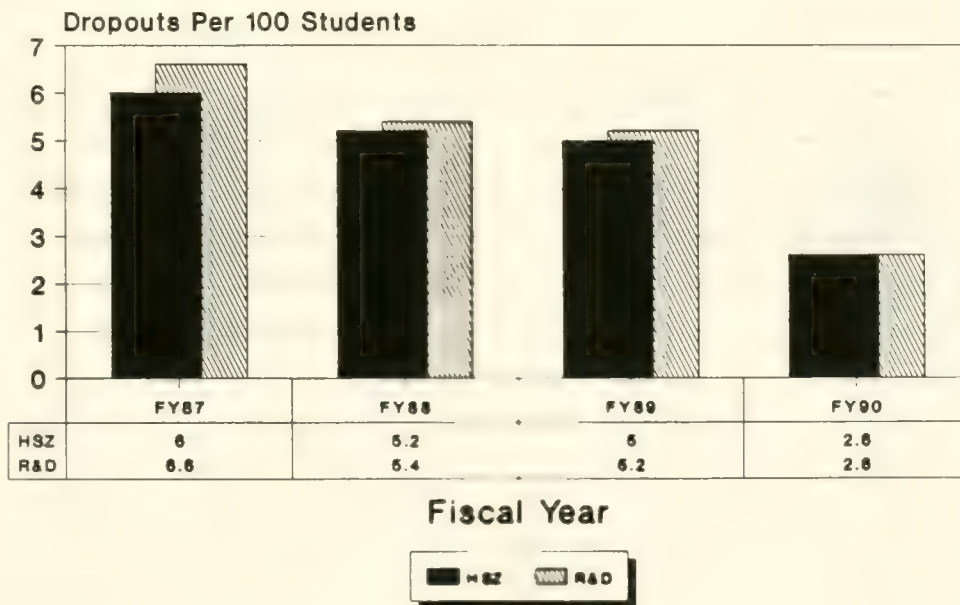
Snowden International



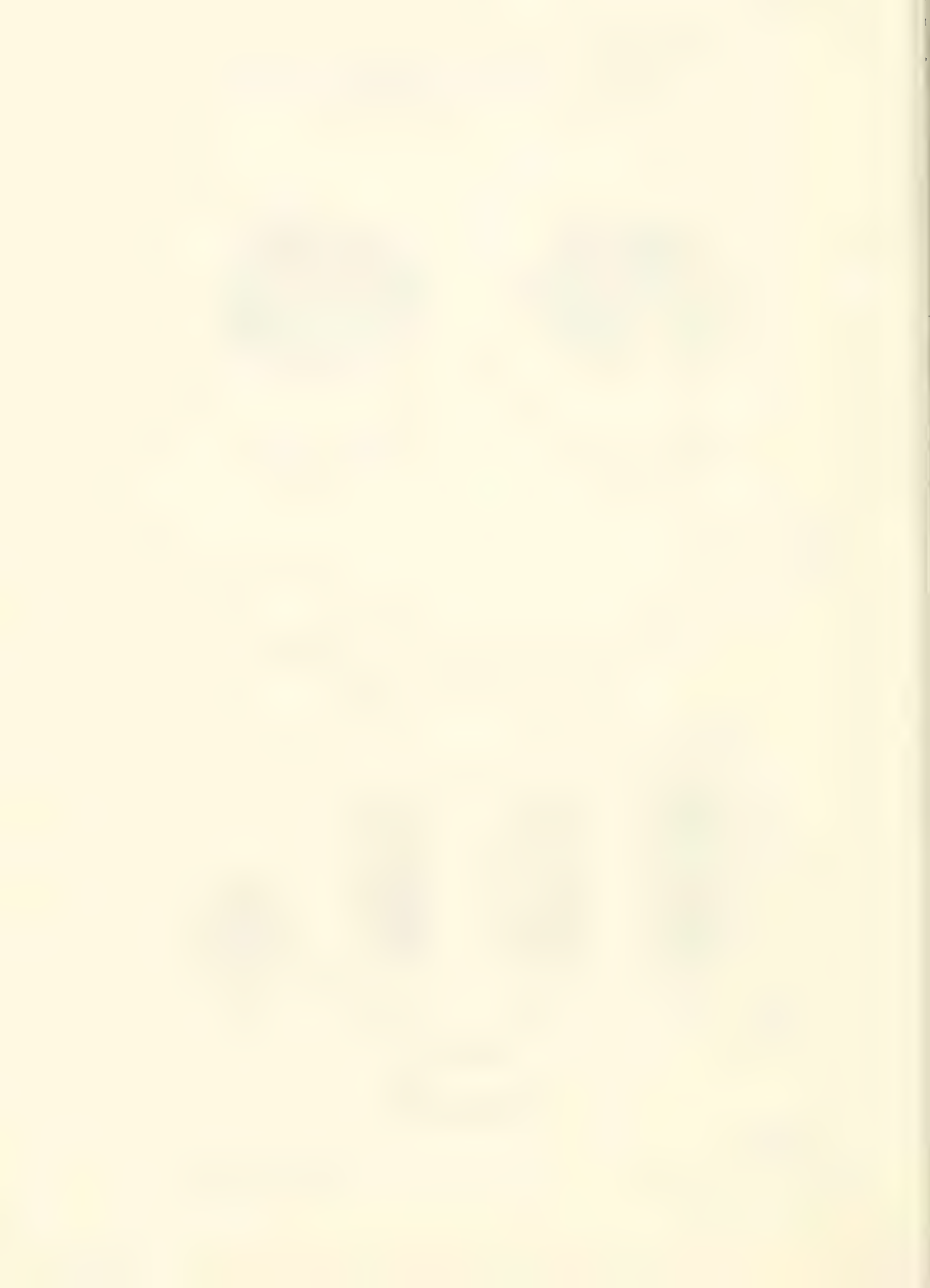
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fg 12/31/90

Annual HS Dropout Rates

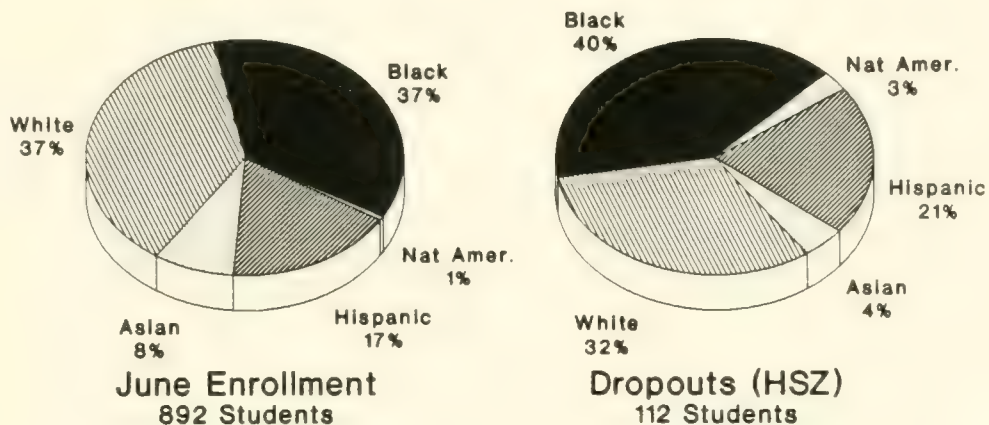
Snowden International



snow903a.cht
fg 01/05/91

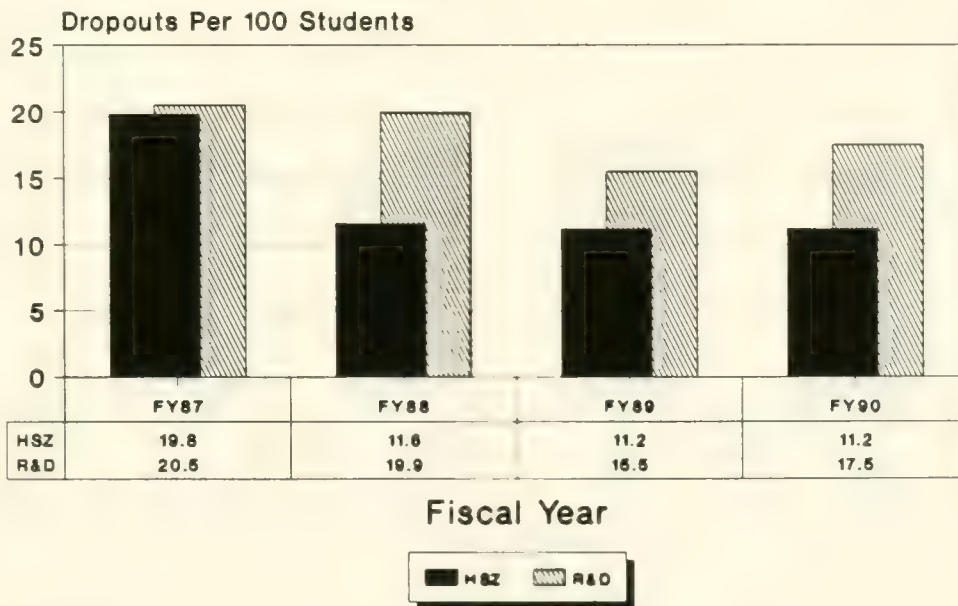


1989-90 Dropouts by Race South Boston High



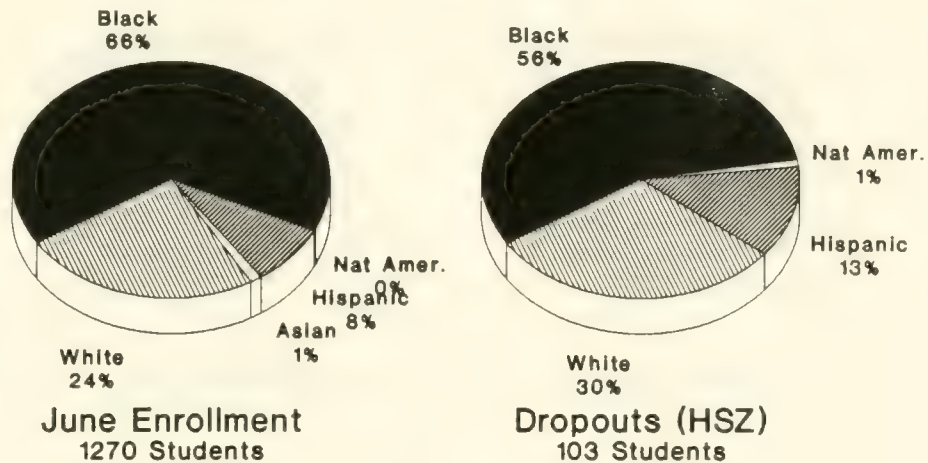
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Annual HS Dropout Rates South Boston High



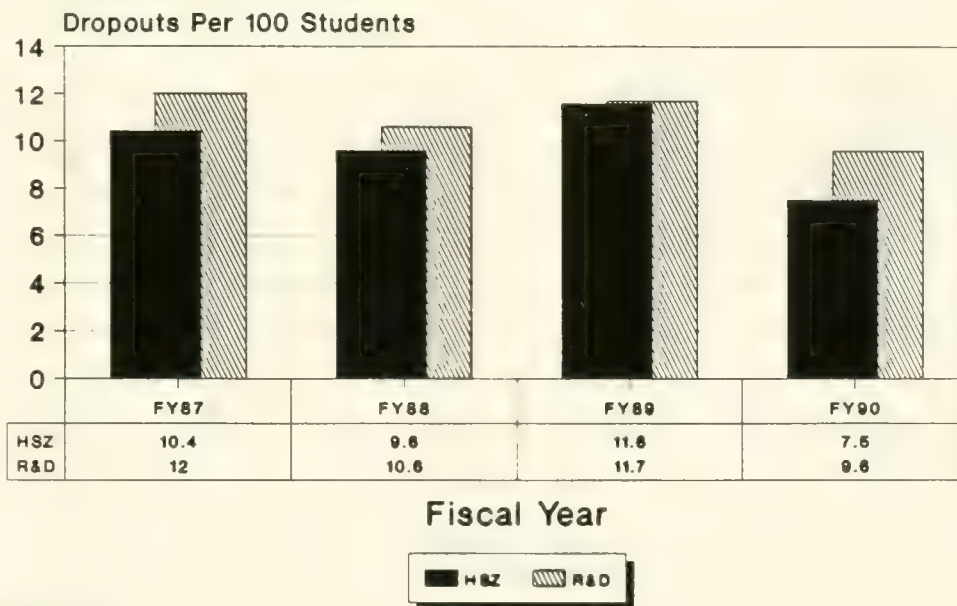
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1989-90 Dropouts by Race West Roxbury High



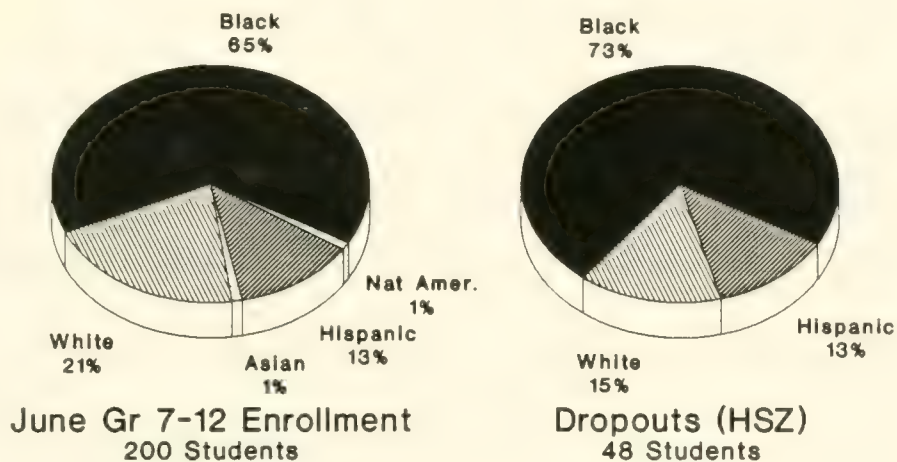
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fg 12/31/90

Annual HS Dropout Rates West Roxbury High



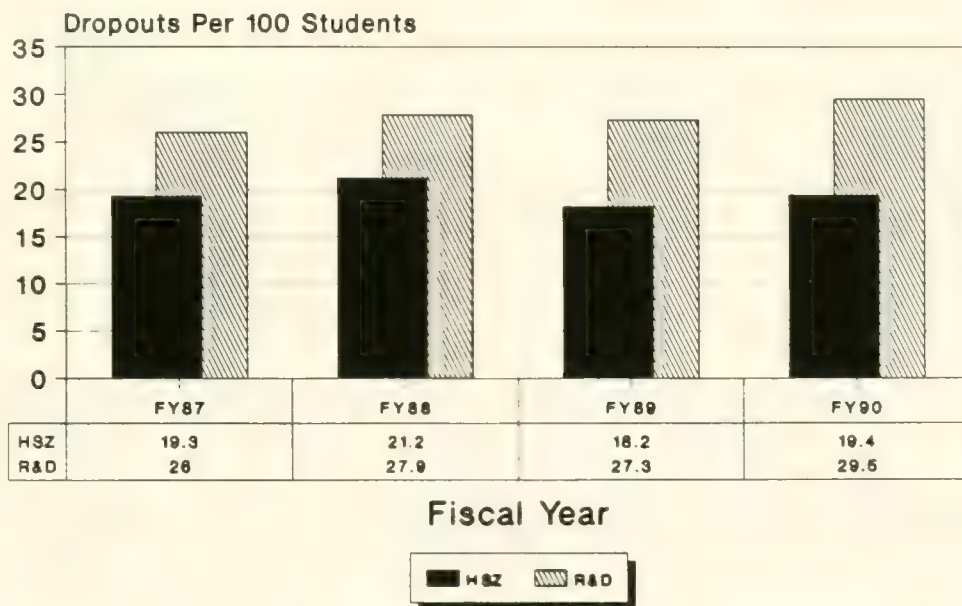
wrox903a.cht
fg 01/05/91

1989-90 Dropouts by Race McKinley School



mck90_3.cht
fg 12/31/90

Annual HS Dropout Rates McKinley School



mck903a.cht
fg 01/05/91

Historical Dropout Statistics

1986 - 1990

- ✓ State Department of Education Reports
Dropout Rates of Boston and Other
Massachusetts Urban High Schools
- ✓ State, BPS R&D, and High School Zone
Dropout Calculations
- ✓ Boston Public Schools Discharge Codes
- ✓ Annual High School Dropout Rates
R&D and HSZ Calculations
1987-88
1988-89
1989-90
- ✓ 1987-90 Annual HS Dropout Rates
HSZ Calculations by Race
- ✓ Various Graphs for the Statistics
- ✓ A Review of Dropout Rate Calculations

Dropout Rates for Boston and Selected Urban High Schools

As Reported by the State Department of Education

	---Dropout Numbers---			---Dropout Percentages---			---Reference Population---		
	1986-87	1987-88	1988-89	1986-87	1987-88	1988-89	1986-87	1987-88	1988-89
chool									
in	6	2	2	0.4%	0.1%	0.1%	1511	1344	1418
ademy	5	12	1	0.6%	1.3%	0.1%	833	923	935
ch	42	27	31	3.6%	2.5%	3.1%	1167	1080	1000
ston	106	147	85	15.3%	19.1%	11.2%	693	770	759
ghton	220	202	185	25.0%	24.8%	22.8%	880	815	811
rke	91	115	152	12.6%	15.1%	20.5%	722	762	741
arlestown	148	115	79	12.9%	11.5%	7.5%	1147	1000	1053
rchester	241	210	175	27.9%	25.1%	23.4%	864	837	748
Boston	163	141	87	17.7%	16.3%	11.0%	921	865	791
glish	279	234	118	17.9%	14.8%	8.1%	1559	1581	1457
de Park	67	73	62	7.9%	8.9%	7.9%	848	820	785
maica Plain	238	231	239	29.1%	29.2%	27.9%	818	791	857
adison	337	243	223	19.0%	14.7%	12.7%	1774	1653	1756
owden	32	26	25	6.4%	5.5%	5.2%	500	473	481
Boston	255	219	130	23.9%	20.0%	12.9%	1067	1095	1008
nana	57	63	33	10.0%	12.2%	7.0%	570	516	471
. Roxbury	150	127	158	11.2%	9.9%	13.8%	1339	1283	1145
race Mann	1	3	0	2.7%	7.9%	0.0%	37	38	38
ckinley	75	65	59	37.3%	35.5%	28.1%	201	183	210
S Total:	2513	2255	1844	14.4%	13.4%	11.2%	17451	16828	16464
ockton	336	354	319	8.0%	9.2%	8.8%	4200	3848	3625
imbridge	259	146	127	10.2%	6.1%	5.6%	2539	2393	2268
elsea	156	143	143	17.1%	16.6%	17.6%	912	861	813
ll River	328	329	265	10.9%	11.1%	9.2%	3009	2964	2880
chburg	146	91	84	14.7%	9.2%	8.5%	993	989	988
wrence	273	299	272	14.6%	14.9%	13.7%	1870	2007	1985
well	371	385	304	13.7%	14.2%	11.3%	2708	2711	2690
nn Classical	127	65	121	17.1%	9.5%	18.7%	743	684	647
nn English	110	145	131	7.6%	10.6%	10.2%	1447	1368	1284
ew Bedford	296	306	306	9.2%	9.7%	9.7%	3217	3155	3155
alem High	106	97	90	9.0%	8.5%	8.2%	1178	1141	1098
omerville High	198	189	90	8.8%	9.1%	4.7%	2250	2077	1915
orcester North	171	147	115	17.1%	14.7%	11.5%	1000	1000	1000

Explanation

1. The SDE annual dropout rate is calculated by dividing the number of dropouts (see below) by the October 1 enrollment of that school year times 100. For example, the October 1, 1988 enrollment data is used to determine the 1989 annual dropout rate. (HSZ uses June figures.)
2. For the State Dept. of Education (SDE), dropouts are defined as students 16 or older who leave school prior to graduation for reasons other than transfer to another school. Thus BPS students who are discharged with Discharge Codes other than 21, 22, 24, 26 can also be considered as dropouts. HSZ uses a different method of calculation.
3. Charlestown 10/88 assigned = 908; Madison 10/87 = 1700. The SDE's figures are suspected

Excel Template: Dropout0.xls

Created: fg 11/03/90

Revised: fg 12/23/90 Revision 1.3

Dropout0 1990 Rev. 1.3

Dropout Rates for Boston and Selected Urban High Schools

As Reported by the State Department of Education

	-----Dropout Numbers-----			-----Dropout Percentages-----			---HSZ Percentage---	
	1986-87	1987-88	1988-89	1986-87	1987-88	1988-89	1987-88	1988-89
Tool	6	2	2	0.4%	0.1%	0.1%	0.1%	0.1%
n	5	12	1	0.6%	1.3%	0.1%	1.4%	0.2%
ademy	42	27	31	3.6%	2.5%	3.1%	2.7%	3.2%
h	106	147	85	15.3%	19.1%	11.2%	14.8%	9.0%
ston	220	202	185	25.0%	24.8%	22.8%	24.6%	17.8%
ghton	91	115	152	12.6%	15.1%	20.5%	13.6%	15.8%
ke	148	115	79	12.9%	11.5%	7.5%	7.4%	6.7%
arlestown	241	210	175	27.9%	25.1%	23.4%	26.0%	18.6%
chester	163	141	87	17.7%	16.3%	11.0%	15.8%	8.8%
Boston	279	234	118	17.9%	14.8%	8.1%	14.6%	7.3%
glish	67	73	62	7.9%	8.9%	7.9%	9.2%	5.0%
de Park	238	231	239	29.1%	29.2%	27.9%	25.8%	21.6%
naica Plain	337	243	223	19.0%	14.7%	12.7%	15.1%	11.4%
dison	32	26	25	6.4%	5.5%	5.2%	5.2%	5.0%
owden	255	219	130	23.9%	20.0%	12.9%	11.6%	11.2%
Boston	57	63	33	10.0%	12.2%	7.0%	14.3%	5.8%
ana	150	127	158	11.2%	9.9%	13.8%	9.6%	11.6%
Roxbury	1	3	0	2.7%	7.9%	0.0%		
race Mann	75	65	59	37.3%	35.5%	28.1%		
Kinley								
S Total:	2513	2255	1844	14.4%	13.4%	11.2%	12.4%	9.5%
ckton	336	354	319	8.0%	9.2%	8.8%		
mbridge	259	146	127	10.2%	6.1%	5.6%		
elsea	156	143	143	17.1%	16.6%	17.6%		
I River	328	329	265	10.9%	11.1%	9.2%		
chburg	146	91	84	14.7%	9.2%	8.5%		
vrance	273	299	272	14.6%	14.9%	13.7%		
well	371	385	304	13.7%	14.2%	11.3%		
nn Classical	127	65	121	17.1%	9.5%	18.7%		
nn English	110	145	131	7.6%	10.6%	10.2%		
w Bedford	296	306	306	9.2%	9.7%	9.7%		
em High	106	97	90	9.0%	8.5%	8.2%		
merville High	198	189	90	8.8%	9.1%	4.7%		
orcester North	171	147	115	17.1%	14.7%	11.5%		

Explanation

1. The state annual dropout rate is calculated by dividing the number of dropouts (see below) by the October 1 enrollment of that school year times 100. For example, the October 1, 1988 enrollment data is used to determine the 1989 annual dropout rate. (HSZ uses June figures.)
2. For the State Dept. of Education, dropouts are defined as students 16 or older who leave school prior to graduation for reasons other than transfer to another school. Thus BPS students who are discharged with Discharge Codes other than 21, 22, 24, 26 can also be considered as dropouts. HSZ uses a different method of calculation.

Boston Public Schools Student Discharge Codes

Code	Description	"Discharged Students Counted as Dropouts?"			
		State	R&D LH	R&D SP	HSZ
01	Boston Parochial	No	No	No	No
03	Massachusetts Parochial	No	No	No	No
11	Boston Private School	No	No	No	No
12	Massachusetts Public School	No	No	No	No
13	Massachusetts Private School	No	No	No	No
14	Out of State	No	No	No	No
15	Home	No	Yes	No	No
16	Death	No	No	No	No
17	Early or late graduate	No	No	No	No
20	Discharged and Returned	No	No	No	No
21	Work	Yes	Yes	Yes	Yes
22	Military Service	Yes	Yes	Yes	Yes
24	Over 16	Yes	Yes	Yes	Yes
26	Marriage	Yes	Yes	Yes	Yes
51	Registered - Did Not Report	Yes	Yes	No	No
52	Moved - No forwarding address	Yes	Yes	No	No
95	Expulsion	No	No	No	No
99	Reason unknown	No	No	No	No

Explanation

1. State = State Department of Education; R&D LH = Research and Development Leslie Horst; R&D SP = Research and Development School Profiles; HSZ = High School Zone
2. In all cases a Code 51 (DNR) will be counted as a dropout only if the student is over 16.
3. If a student is over 16 and stays at home, or has moved without a forwarding address it is counted as a dropout by R&D LH, and by the State Dept. of Ed. in some years.
4. These Discharge Codes are no longer in use: 20 (old Code 20) - Needed at home; 23 - To an institution; 25 - Illness; 27 - Physical handicap; 28 - Mental illness; 30 - Academic difficulty; 31 - Inappropriate curriculum; 32 - Difficulty with staff; 33 - Difficulty with other students; 34 - Dislike for school; 35 - Parents request discharge; 36 - Economic programs; 50 - Unknown. Other Codes are: 09 - Evening school; 10 - Transfer to other BPS school; 18 - Graduate prior to grade 12; 19 - Grade 12 certificate.

Excel Template: Dropout3.xls

Source = R&D Research Report; School Profiles; OIS and HSZ Dropout Data

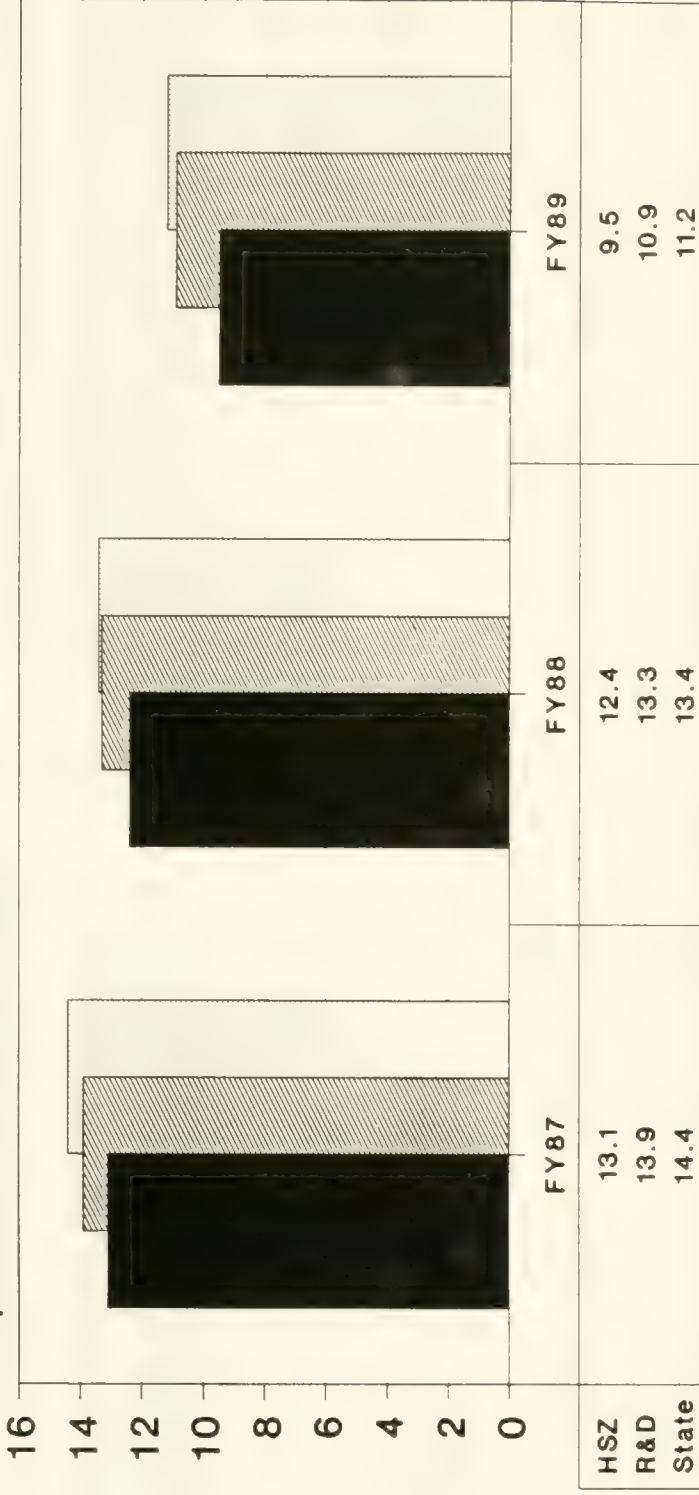
Created: fg 11/05/90

Revised: fg 11/25/90 Rev. 1.2

1987-89 Annual HS Dropout Rates

All Students

Dropouts Per 100 Students



Fiscal Year



State, BPS R&D, and HSZ Dropout Rate Calculations

Dropouts, Reference Populations, and Rates

	--State Dept. of Ed. Dropouts--			-R&D LH Dropouts-		-R&D SP Dropouts-		---HSZ Dropouts---	
	1987-88	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89
School	2	2	2	2	2	2	2	2	2
Clinton	12	12	1	12	4	12	2	12	2
Academy	27	29	31	27	30	27	29	27	29
Weston	147	111	85	147	118	108	66	108	66
Highton	202	220	185	202	167	209	158	209	158
Burke	115	115	152	115	136	101	118	101	118
Charlestown	115	94	79	115	111	74	63	74	63
Dorchester	210	247	175	210	139	216	137	216	137
Boston	141	152	87	141	85	140	67	140	67
English	234	258	118	234	134	243	108	243	108
Hyde Park	73	79	62	73	46	69	37	69	37
Jamaica Plain	231	256	239	231	222	230	201	230	201
Madison	243	262	223	243	211	248	203	248	203
Rowden	26	25	25	26	25	25	24	25	24
Boston	219	134	130	219	155	112	102	112	102
Manana	63	72	33	63	25	70	26	70	26
Roxbury	127	128	158	127	138	113	132	113	132
Grace Mann	3	1	0	3	1	1	0	1	0
McKinley	65	70	59	65	65	62	47	62	47
PS Total:	2255	2267	1844	2255	1814	2062	1522	2062	1522

	--State Dept of Ed Ref Popul'n--			-R&D LH Ref Pop'n-		-R&D SP Ref Pop'n-		---HSZ Ref Pop'n---	
	1987-88	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89
School	1344	1344	1418	1373	1359	2384	2369	1372	1357
Clinton	923	923	935	841	825	1420	1388	835	821
Academy	1080	1080	1000	1021	948	1181	1163	1010	920
Weston	770	770	759	791	801	958	993	729	737
Highton	815	815	811	855	905	1184	1189	851	888
Burke	762	762	741	764	770	968	998	740	746
Charlestown	1000	1000	1053	1049	1001	1263	1363	999	934
Dorchester	837	837	748	839	750	1106	1069	830	737
Boston	865	865	791	893	815	999	972	885	765
English	1581	1581	1457	1675	1524	1942	1857	1667	1472
Hyde Park	820	820	785	760	750	1084	1068	750	738
Jamaica Plain	791	791	857	902	967	1133	1201	893	929
Madison	1653	1653	1756	1654	1808	1906	2131	1646	1784
Rowden	473	473	481	482	481	558	546	477	476
Boston	1095	1095	1008	1103	1001	1393	1332	965	913
Manana	516	516	471	487	459	1008	946	488	450
Roxbury	1283	1283	1145	1203	1180	1502	1449	1173	1137
Grace Mann	38	38	38	41	37	138	136	39	36
McKinley	183	183	210	233	238	466	448	293	258
PS Total:	16829	16829	16464	16966	16619	22593	22618	16642	16098

	--State Dept. of Ed. Dropout%--			-R&D LH Dropout%		-R&D SP Dropout%		--HSZ Dropout%--	
ool	1987-88	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89
n	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
ademy	1.3%	1.3%	0.1%	1.4%	0.5%	0.8%	0.1%	1.4%	0.2%
h	2.5%	2.7%	3.1%	2.6%	3.2%	2.3%	2.5%	2.7%	3.2%
ton	19.1%	14.4%	11.2%	18.6%	14.7%	11.3%	6.6%	14.8%	9.0%
ghton	24.8%	27.0%	22.8%	23.6%	18.5%	17.7%	13.3%	24.6%	17.8%
ke	15.1%	15.1%	20.5%	15.1%	17.7%	10.4%	11.8%	13.6%	15.8%
arlestown	11.5%	9.4%	7.5%	11.0%	11.1%	5.9%	4.6%	7.4%	6.7%
chester	25.1%	29.5%	23.4%	25.0%	18.5%	19.5%	12.8%	26.0%	18.6%
Boston	16.3%	17.6%	11.0%	15.8%	10.4%	14.0%	6.9%	15.8%	8.8%
glish	14.8%	16.3%	8.1%	14.0%	8.8%	12.5%	5.8%	14.6%	7.3%
de Park	8.9%	9.6%	7.9%	9.6%	6.1%	6.4%	3.5%	9.2%	5.0%
naica Plain	29.2%	32.4%	27.9%	25.6%	23.0%	20.3%	16.7%	25.8%	21.6%
dison	14.7%	15.8%	12.7%	14.7%	11.7%	13.0%	9.5%	15.1%	11.4%
owden	5.5%	5.3%	5.2%	5.4%	5.2%	4.5%	4.4%	5.2%	5.0%
Boston	20.0%	12.2%	12.9%	19.9%	15.5%	8.0%	7.7%	11.6%	11.2%
iana	12.2%	14.0%	7.0%	12.9%	5.4%	6.9%	2.7%	14.3%	5.8%
Roxbury	9.9%	10.0%	13.8%	10.6%	11.7%	7.5%	9.1%	9.6%	11.6%
race Mann	7.9%	2.6%	0.0%	7.3%	2.7%	0.7%	0.0%	2.6%	0.0%
Kinley	35.5%	38.3%	28.1%	27.9%	27.3%	13.3%	10.5%	21.2%	18.2%

S Total:	13.4%	13.5%	11.2%	13.3%	10.9%	9.1%	6.7%	12.4%	9.5%
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Explanation

1. State reference population = October 1 enrollment (assigned); R&D SP reference population = sum of registrants 09/01-06/30; R&D LH reference population = academic year registrants minus transfers; HSZ reference population = June enrollment ** plus ** dropouts.
2. State Dept. of Education (SDE) defines dropouts as students 16 or older who leave school prior to graduation for reasons other than transfer to another school.
Under such an definition, students discharged under BPS discharge codes 15, 21, 22, 24, 26, 51 (if 16 or over) and possibly 52 [moved, no forwarding address] will be counted as dropouts. Traditionally, DC 51 accounts largely for the discrepancy between the figures of State Dept. of Education and those listed in the School Profile. [See Dropout3.xls.]
3. SDE uses October 1 enrollment figures (students assigned) as the reference population.
Obviously, for several high schools these figures are highly inflated, as they include DNRs. (See HSHIST1.xls and HSHIST2.xls.) Nevertheless, given that DNRs are considered dropouts in SDE's methodology, it is a consistent approach. Incidentally, the 1987 Madison Park and the 1988 Charlestown enrollment figures as reported by SDE are probably incorrect.
4. Even though SDE uses only 9-12 McKinley enrollment figures as the reference population, its dropout figures for that school include seventh and eighth graders, thus inflating the school's already high dropout rate. (For 1987-88, for instance, the high school 9-12 figure should be 61 rather than 70.) The HSZ reference population has been adjusted for this error and includes the McKinley seventh and eighth graders.
5. The figures in the shaded column are what should have been submitted to SDE in 1988. Basically, BPS submitted R&D Leslie Horst's dropout figures in 1987-88, and OIS's dropout figures in 1988-89. Since they were calculated differently, comparing the two sets, as SDE did in praising South Boston High, is meaningless. [See my essay for details.]

Excel Template: Dropout2.xls

Created: fg 11/03/90

Revised: fg 12/23/90 Revision 1.3

State, R&D LH, and HSZ Dropout Rate Calculations

Dropouts, Reference Populations, and Rates

	--State Dept. of Ed. Dropouts--			-----R&D LH Dropouts-----			-----HSZ Dropouts-----		
	1987-88	1987-88	1988-89	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90
ool	2	2	2	2	2	0	2	2	0
in	12	12	1	12	4	2	12	2	2
ademy	27	29	31	27	30	25	27	29	20
ch	147	111	85	147	118	147	108	66	79
ston	202	220	185	202	167	228	209	158	179
ghton	115	115	152	115	136	69	101	118	68
ke	115	94	79	115	111	202	74	63	152
arlestown	210	247	175	210	139	157	216	137	164
rochester	141	152	87	141	85	72	140	67	52
Boston	234	258	118	234	134	163	243	108	143
glish	73	79	62	73	46	167	69	37	156
de Park	231	256	239	231	222		230	201	
naica Plain	243	262	223	243	211	141	248	203	76
dison	26	25	25	26	25	12	25	24	12
owden	219	134	130	219	155	193	112	102	112
Boston	63	72	33	63	25		70	26	
ana	127	128	158	127	138	137	113	132	103
Roxbury	3	1	0	3	1	0	1	0	0
race Mann	65	70	59	65	65	64	62	47	48
Kinley									
S Total:	2255	2267	1844	2255	1814	1779	2062	1522	1366

	--State Dept of Ed Ref Popul'n--			---R&D LH Ref Population---			-----HSZ Ref Population-----		
	1987-88	1987-88	1988-89	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90
ool	1344	1344	1418	1373	1359	1369	1372	1357	1368
tin	923	923	935	841	825	791	835	821	786
ademy	1080	1080	1000	1021	948	1173	1010	920	1167
ch	770	770	759	791	801	1000	729	737	912
ston	815	815	811	855	905	1164	851	888	1094
ghton	762	762	741	764	770	857	740	746	855
ke	1000	1000	1053	1049	1001	1142	999	934	1077
arlestown	837	837	748	839	750	853	830	737	848
rochester	865	865	791	893	815	787	885	765	761
Boston	1581	1581	1457	1675	1524	1324	1667	1472	1278
glish	820	820	785	760	750	1094	750	738	1056
de Park	791	791	857	902	967		893	929	
maica Plain	1653	1653	1756	1654	1808	1770	1646	1784	1685
adison	473	473	481	482	481	467	477	476	454
owden	1095	1095	1008	1103	1001	1102	965	913	1004
Boston	516	516	471	487	459		488	450	
ana	1283	1283	1145	1203	1180	1422	1173	1137	1373
Roxbury	38	38	38	41	37	36	39	36	34
race Mann	183	183	210	233	238	217	293	258	248
McKinley									
PS Total:	16829	16829	16464	16966	16619	16568	16642	16098	16000

School	--State Dept. of Ed. Dropout%--			---R&D LH Dropout%---			-----HSZ Dropout%-----		
	1987-88	1987-88	1988-89	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90
Abington	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%
Academy	1.3%	1.3%	0.1%	1.4%	0.5%	0.3%	1.4%	0.2%	0.3%
Albany	2.5%	2.7%	3.1%	2.6%	3.2%	2.1%	2.7%	3.2%	1.7%
Andover	19.1%	14.4%	11.2%	18.6%	14.7%	14.7%	14.8%	9.0%	8.7%
Andover Ht.	24.8%	27.0%	22.8%	23.6%	18.5%	19.6%	24.6%	17.8%	16.4%
Andover	15.1%	15.1%	20.5%	15.1%	17.7%	8.1%	13.6%	15.8%	8.0%
Charlestown	11.5%	9.4%	7.5%	11.0%	11.1%	17.7%	7.4%	6.7%	14.1%
Dorchester	25.1%	29.5%	23.4%	25.0%	18.5%	18.4%	26.0%	18.6%	19.3%
Dorchester	16.3%	17.6%	11.0%	15.8%	10.4%	9.1%	15.8%	8.8%	6.8%
English	14.8%	16.3%	8.1%	14.0%	8.8%	12.3%	14.6%	7.3%	11.2%
Hyde Park	8.9%	9.6%	7.9%	9.6%	6.1%	15.3%	9.2%	5.0%	14.8%
Jamaica Plain	29.2%	32.4%	27.9%	25.6%	23.0%		25.8%	21.6%	
Madison	14.7%	15.8%	12.7%	14.7%	11.7%	8.0%	15.1%	11.4%	4.5%
Newton	5.5%	5.3%	5.2%	5.4%	5.2%	2.6%	5.2%	5.0%	2.6%
Roxbury	20.0%	12.2%	12.9%	19.9%	15.5%	17.5%	11.6%	11.2%	11.2%
Umana	12.2%	14.0%	7.0%	12.9%	5.4%		14.3%	5.8%	
Roxbury	9.9%	10.0%	13.8%	10.6%	11.7%	9.6%	9.6%	11.6%	7.5%
Race Mann	7.9%	2.6%	0.0%	7.3%	2.7%	0.0%	2.6%	0.0%	0.0%
McKinley	35.5%	38.3%	28.1%	27.9%	27.3%	29.5%	21.2%	18.2%	19.4%
S Total:	13.4%	13.5%	11.2%	13.3%	10.9%	10.7%	12.4%	9.5%	8.5%

Explanation

1. State reference population = October 1 enrollment (assigned); R&D LH reference population = academic year registrants minus transfers; HSZ reference population = June enrollment ** plus ** dropouts (as defined by HSZ, all Code 2X discharges).
2. State Dept. of Education (SDE) defines dropouts as students 16 or older who leave school prior to graduation for reasons other than transfer to another school (similar to LH's definition). Under such an definition, students discharged under BPS discharge codes 15, 21, 22, 24, 26, 51 (if 16 or over) and possibly 52 [moved, no forwarding address] will be counted as dropouts. Traditionally, DC 51 accounts largely for the discrepancy between the figures of State Dept. of Education and those listed in the School Profile. [See Dropout3.xls.]
3. SDE uses October 1 enrollment figures (students assigned) as the reference population. Obviously, for several high schools these figures are highly inflated, as they include DNRs. (See HSHIST1.xls and HSHIST2.xls.) Nevertheless, given that DNRs are considered dropouts in SDE's methodology, it is a consistent approach. Incidentally, the 1987 Madison Park and the 1988 Charlestown enrollment figures as reported by SDE are probably incorrect.
4. Even though SDE uses only 9-12 McKinley enrollment figures as the reference population, its dropout figures for that school include seventh and eighth graders, thus inflating the school's already high dropout rate. (For 1987-88, for instance, the high school 9-12 figure should be 61 rather than 70.) The HSZ reference population has been adjusted for this error and includes the McKinley seventh and eighth graders.
5. The figures in the * shaded * column are what should have been submitted to SDE in 1988. BPS submitted R&D Leslie Horst's dropout figures in 1987-88, and OIS's in 1988-89.
6. These schools had new headmasters: Boston Technical, Charlestown, Dorchester, and Hyde Park. Jamaica Plain High and Umana were closed that same year.

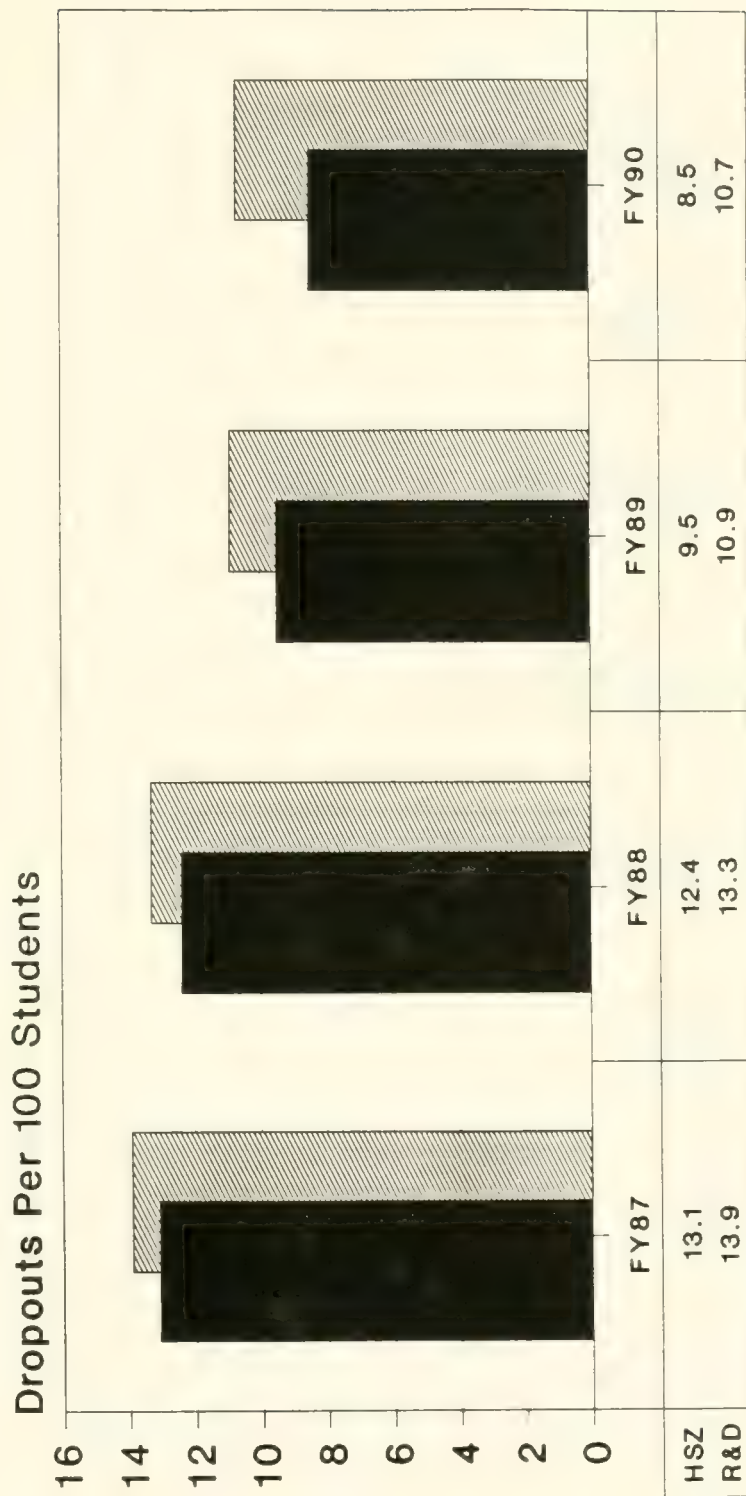
Excel Template: Dropout4.xls

Created: fg 11/03/90

Revised: fg 12/30/90 Revision 1.1

1987-90 Annual HS Dropout Rates

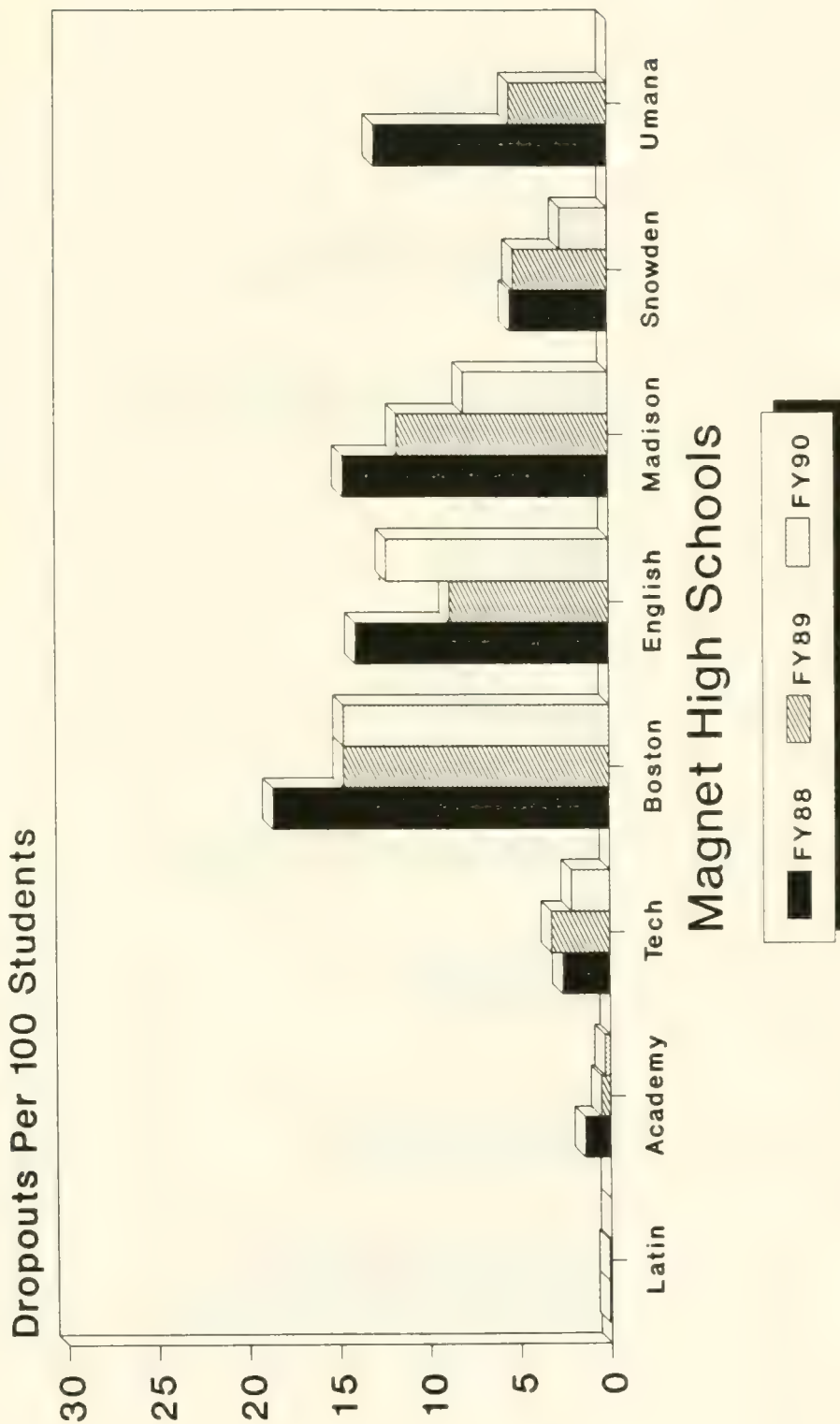
All Students



1987-90 Annual HS Dropout Rates

R&D Leslie Horst Calculation

All Students

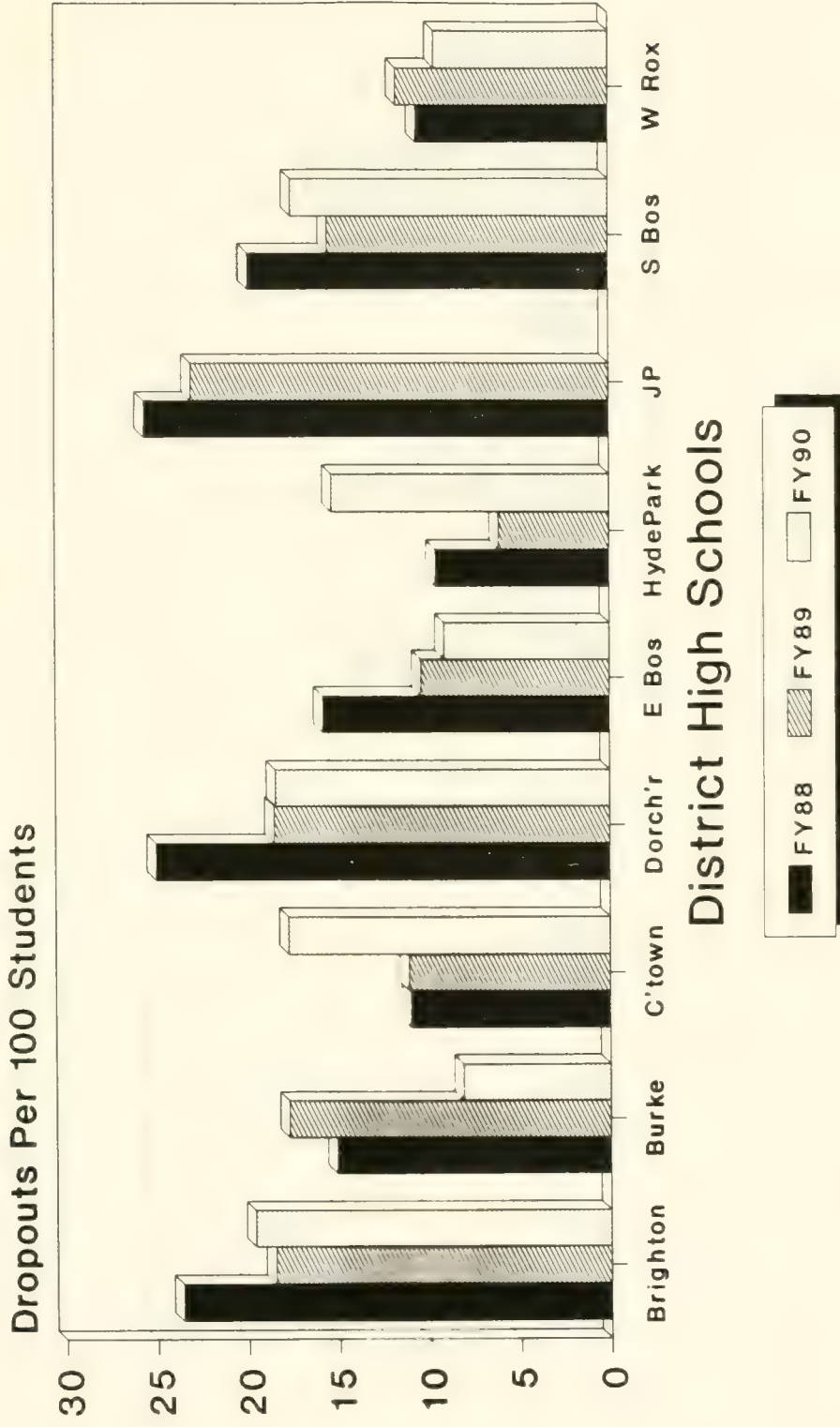


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fg 12/30/90

1987-90 Annual HS Dropout Rates

R&D Leslie Horst Calculation

All Students

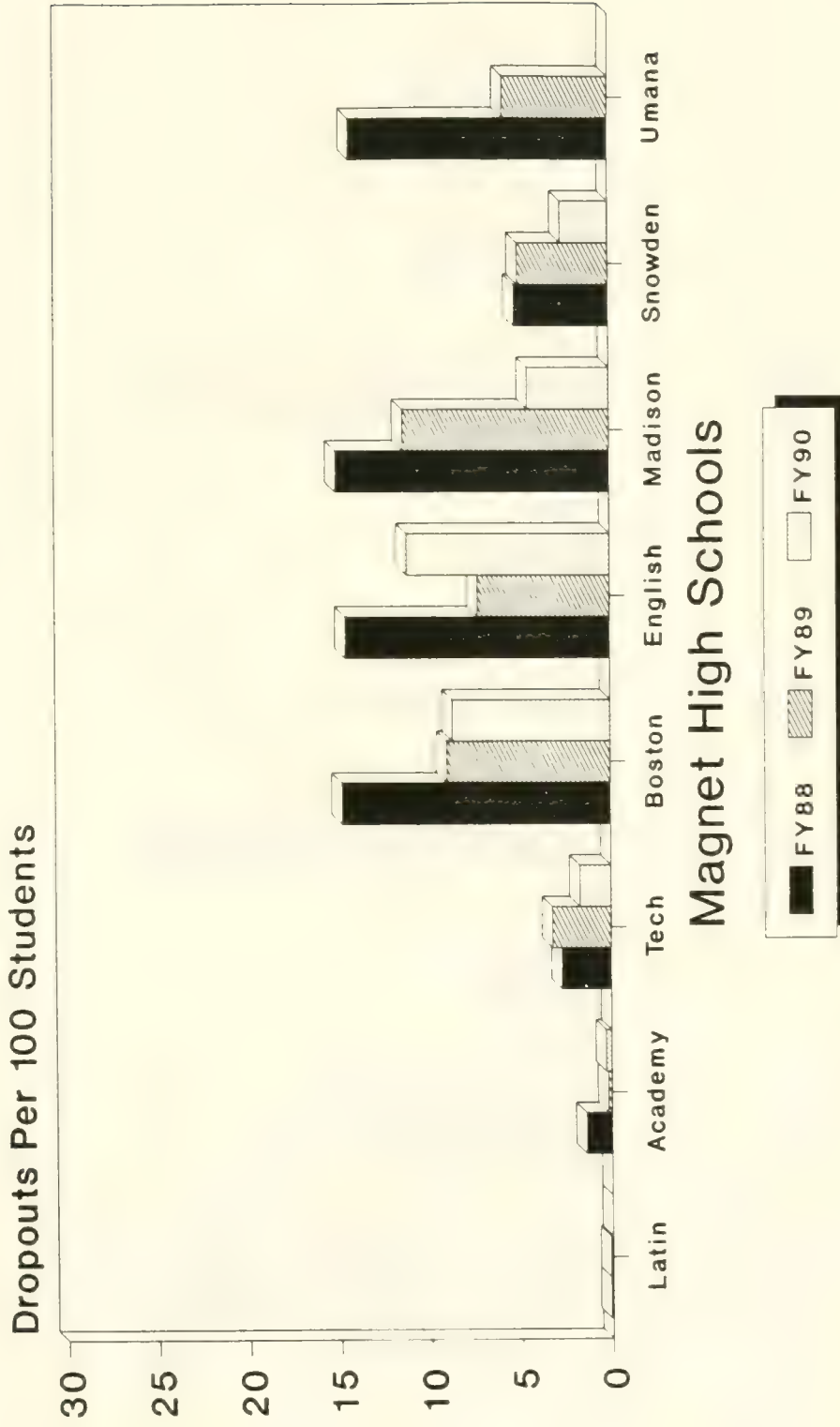


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fg 12/30/90

1987-90 Annual HS Dropout Rates

High School Zone Calculation

All Students

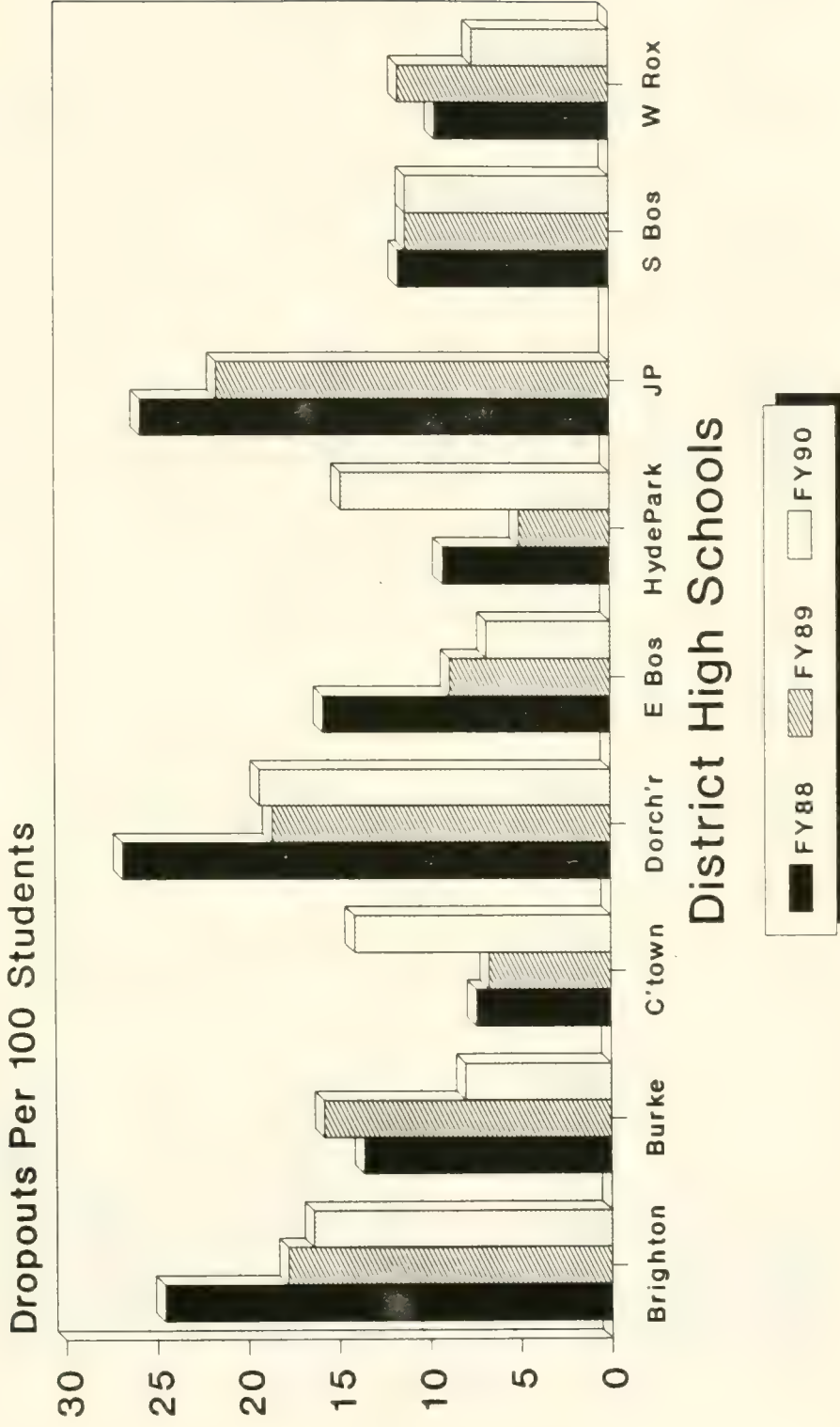


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fg 12/30/90

1987-90 Annual HS Dropout Rates

High School Zone Calculation

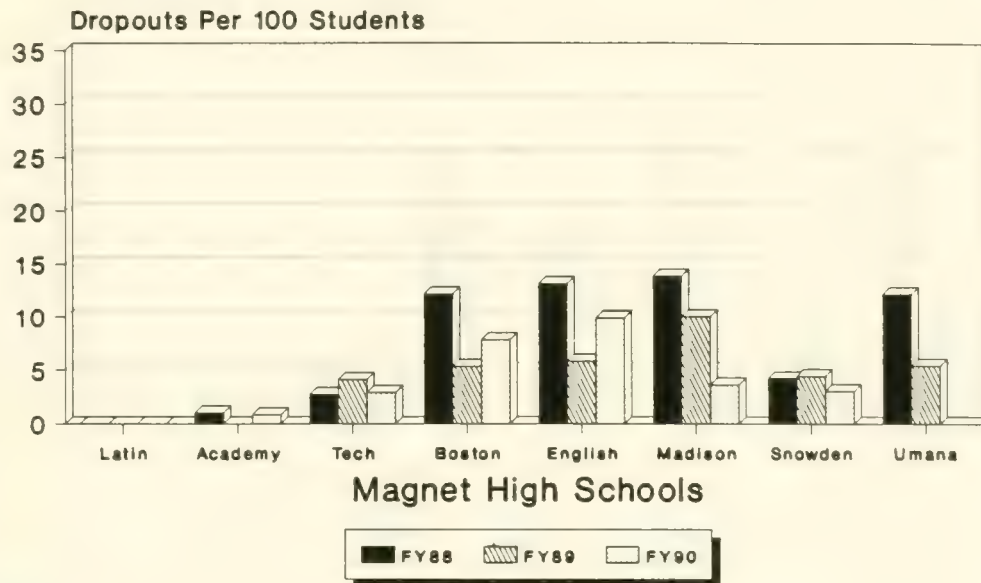
All Students



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fg 12/30/90

1987-90 Annual HS Dropout Rates

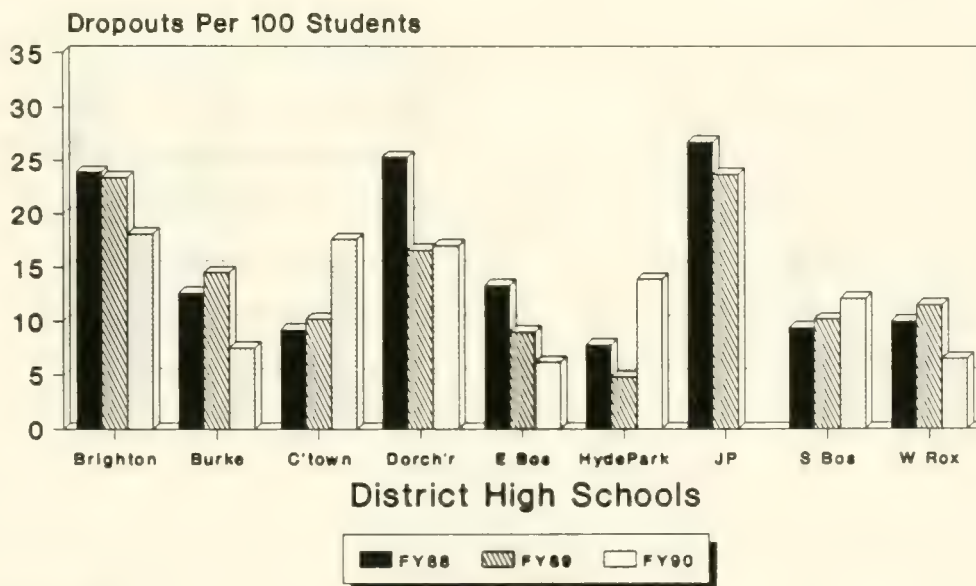
High School Zone Calculation
Black



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1987-90 Annual HS Dropout Rates

High School Zone Calculation
Black

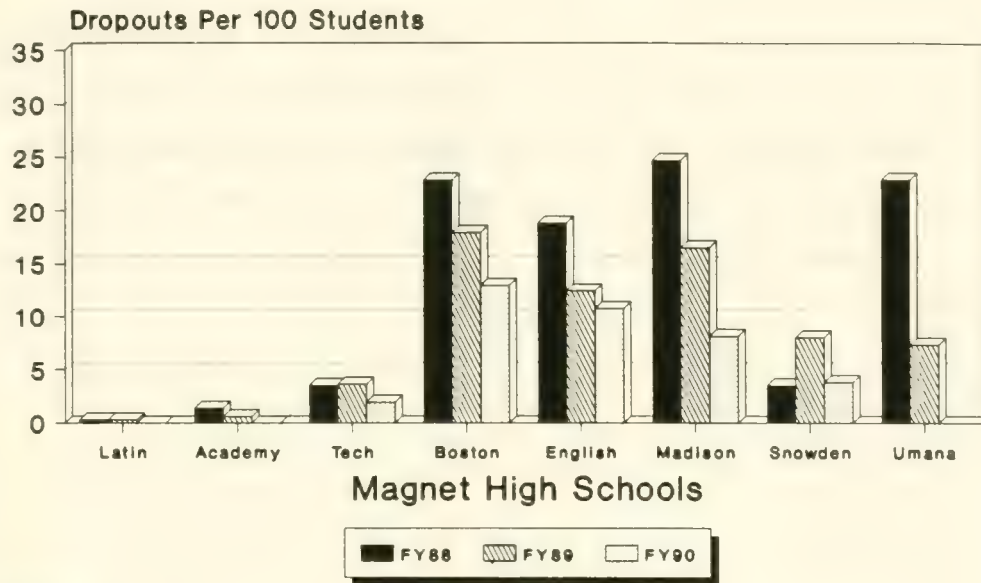


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fg 12/31/90

1987-90 Annual HS Dropout Rates

High School Zone Calculation

White

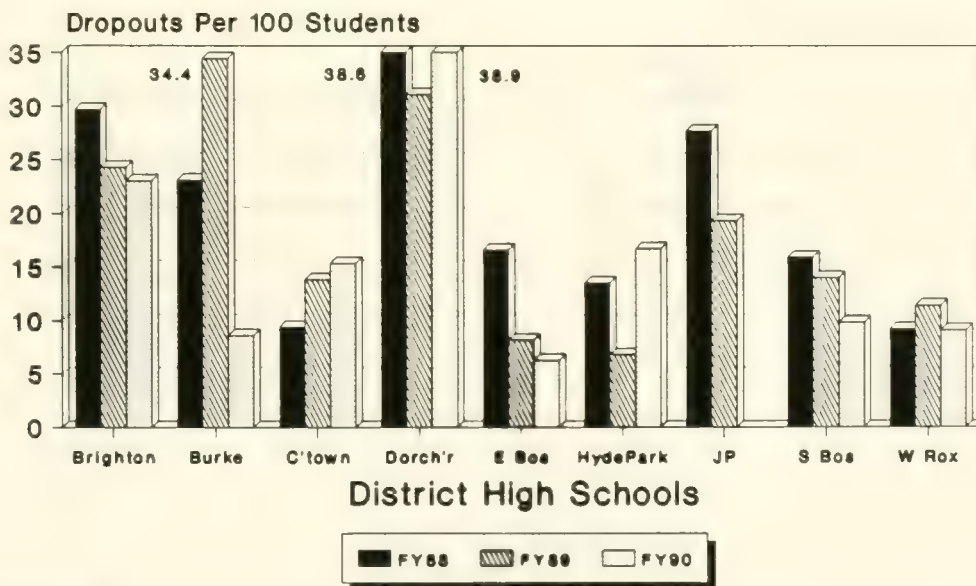


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1987-90 Annual HS Dropout Rates

High School Zone Calculation

White

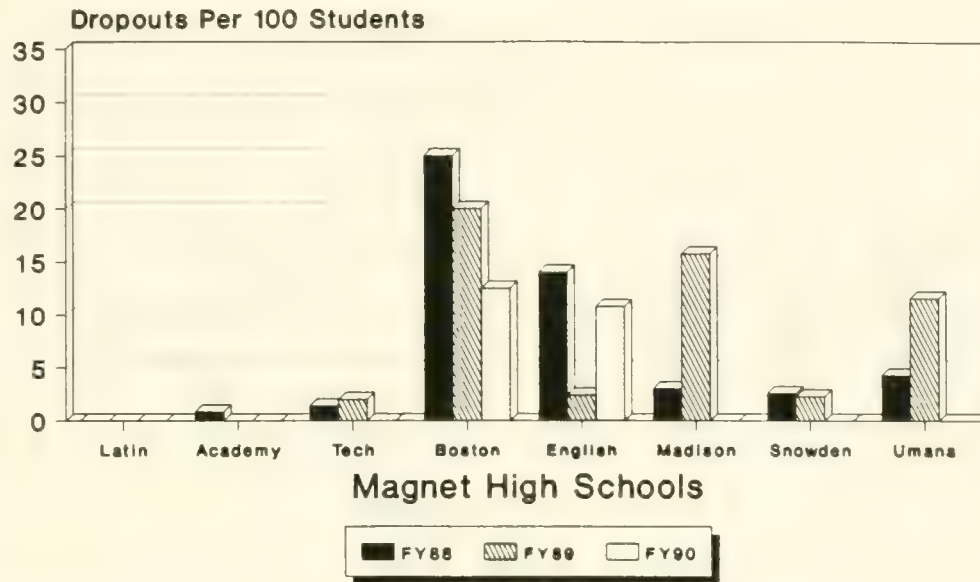


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1987-90 Annual HS Dropout Rates

High School Zone Calculation

Asian

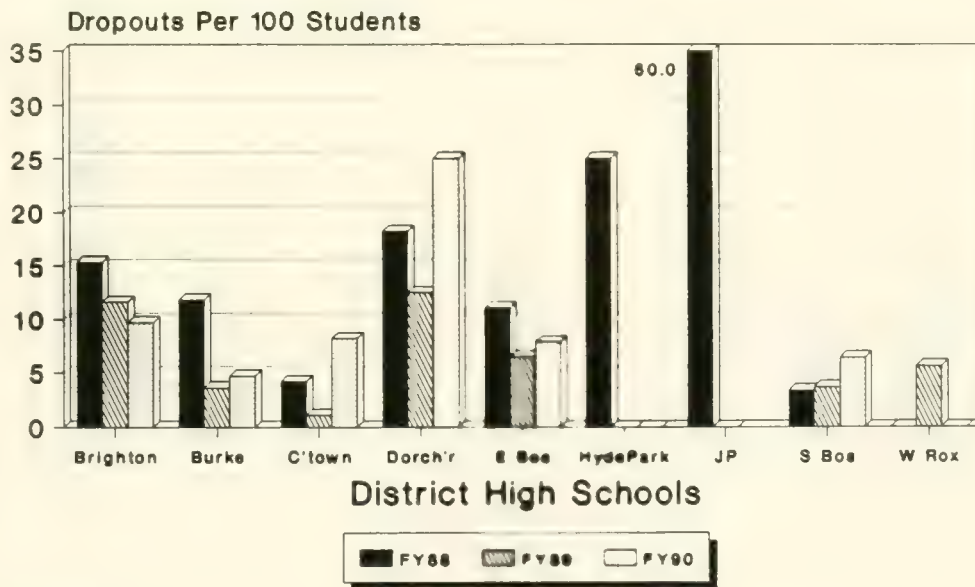


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fg 12/31/90

1987-90 Annual HS Dropout Rates

High School Zone Calculation

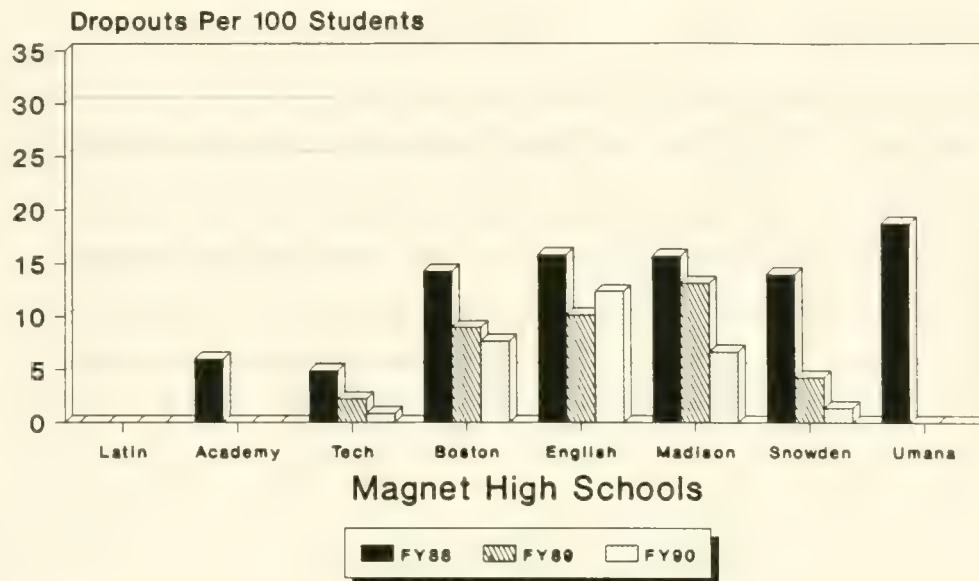
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fg 12/31/90

1987-90 Annual HS Dropout Rates

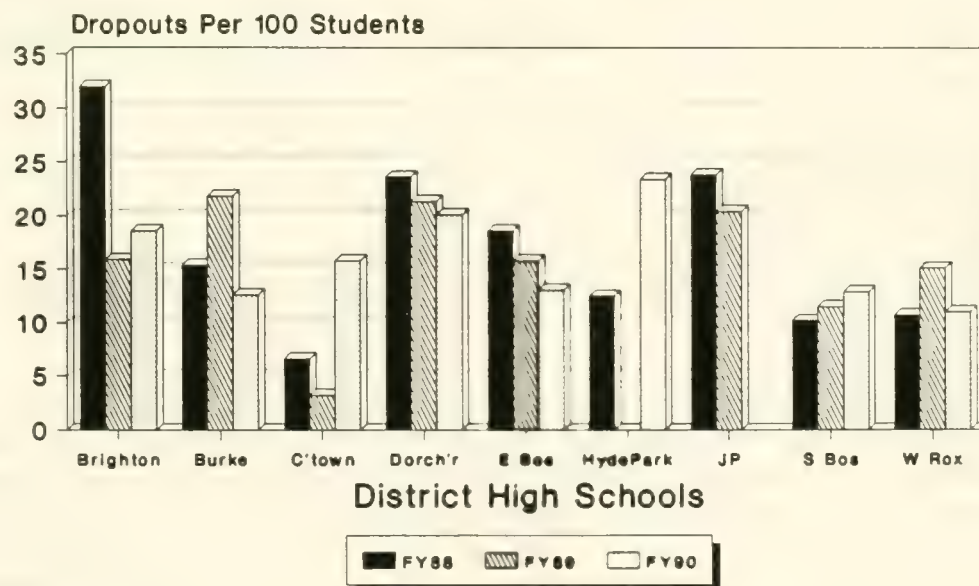
High School Zone Calculation
Hispanic



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fg 12/31/90

1987-90 Annual HS Dropout Rates

High School Zone Calculation
Hispanic



fy90do1p.cht
fg 12/31/90

FY87 High School Dropout Rates by Race

Dropout Rates Calculated by the HS Zone Method

	B	B_E	B_DPH	W	W_E	W_DPH	A	A_E	A_DPH	H	H_E	H_DPH	NA	NA_E	Total	Tot_E	DPH
9-12	1	291	0.3	4	742	0.5	1	216	0.5	0	89	0.0	0	2	6	1340	0.4
temy (9-12)	2	277	0.7	2	341	0.6	1	114	0.9	1	46	2.1	0	3	6	781	0.8
	12	503	2.3	16	191	7.7	11	264	4.0	2	103	1.9	0	4	41	1065	3.7
on	55	301	15.4	29	96	23.2	1	4	20.0	15	126	10.6	0	4	100	531	15.8
ton	79	209	27.4	39	138	22.0	45	217	17.2	48	192	20.0	0	1	211	757	21.8
e	47	485	8.8	19	51	27.1	2	13	13.3	7	50	12.3	1	6	76	605	11.2
Westtown	58	317	15.5	30	193	13.5	13	262	4.7	22	159	12.2	0	3	123	934	11.6
chester	135	487	21.7	36	69	34.3	1	4	20.0	53	126	29.6	1	1	226	687	24.8
oston	16	152	9.5	117	549	17.6	7	39	15.2	10	52	16.1	1	4	151	796	15.9
ish	124	860	12.6	50	215	18.9	6	45	11.8	73	261	21.9	4	2	257	1383	15.7
e Park	43	539	7.4	13	156	7.7	1	6	14.3	2	14	12.5	0	5	59	720	7.6
aica Plain	108	379	22.2	38	86	30.6	3	4	42.9	63	229	21.6	0	3	212	701	23.2
lison	161	989	14.0	49	138	26.2	3	23	11.5	84	352	19.3	2	3	299	1505	16.6
wden	17	242	6.6	9	106	7.8	0	38	0.0	3	67	4.3	0	3	29	456	6.0
oston	81	313	20.6	78	300	20.6	14	90	13.5	39	154	20.2	3	12	215	869	19.8
ana (9-12)	28	305	8.4	14	81	14.7	7	46	13.2	8	46	14.8	0	3	57	481	10.6
Roxbury	67	657	9.3	57	383	13.0	1	12	7.7	4	69	5.5	1	2	130	1123	10.4
Total:	1034	7306	12.4	600	3835	13.5	117	1397	7.7	434	2135	16.9	13	61	2198	14734	13.0
m School:	15	1071	1.4	22	1274	1.7	13	594	2.1	3	238	1.2	0	9	53	3186	1.6
i-Exam T:	1019	6235	14.0	578	2561	18.4	104	803	11.5	431	1897	18.5	13	52	2145	11548	15.7
ter	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	0	0.0
ace Mann	0	15	0.0	0	8	0.0	0	0	0.0	1	14	6.7	0	0	1	37	2.6
Kinley	28	143	16.4	17	67	20.2	0	2	0.0	13	30	30.2	0	0	58	242	19.3
nd Total:	1062	7464	12.5	617	3910	13.6	117	1399	7.7	448	2179	17.1	13	61	2257	15013	13.1

Explanation

1. B = number of dropouts for Black in grades 9-12; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in grades 9-12 in June; B_DPH = Number of yearly dropouts per 100 Black students.
2. Tot_E = total June 87 actual enrollment in grades 9-12 (McKinley: 7-12); DPH = HSZ dropouts per 100 students.
3. HSZ method: Dropouts = Codes 2X discharges; Reference population = June actual enrollment * plus * dropouts.

Excel Template: FY87DO1a.xls

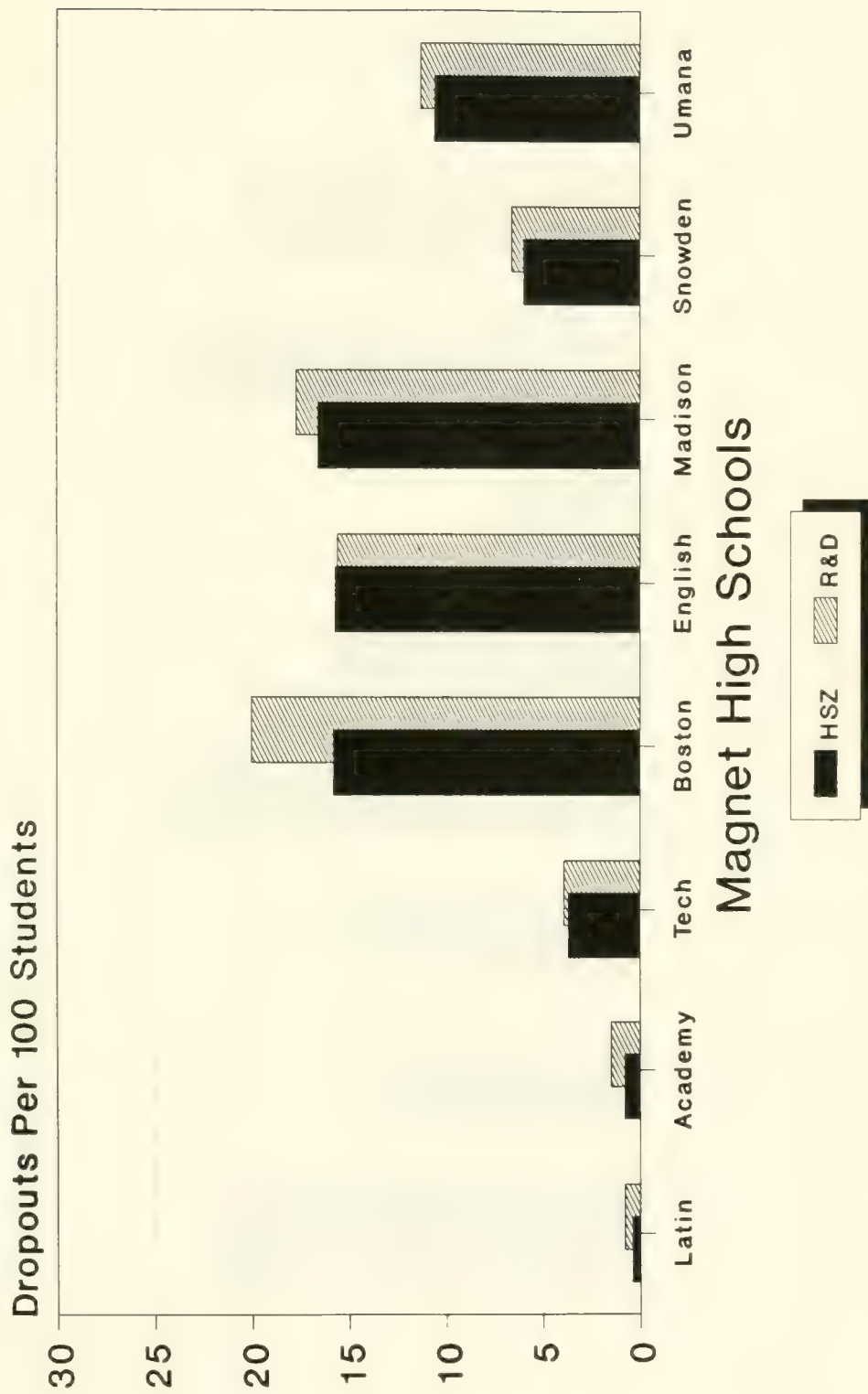
Source: School Profile Tables files provided by OIS

Created: fg04/09/89

Revised: fg12/05/90 Rev. 1.3

FY87 Annual HS Dropout Rates

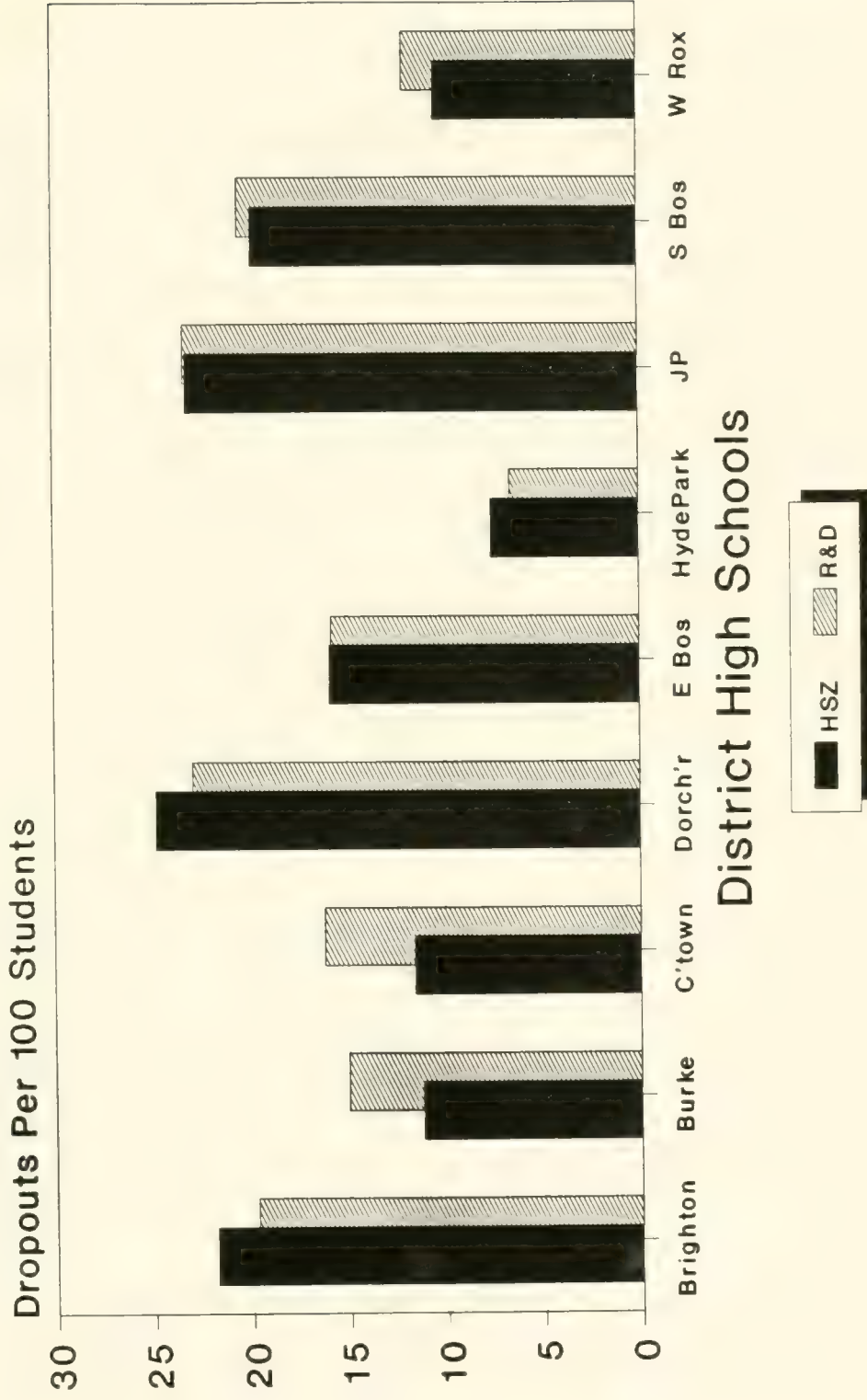
All Students



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fg 12/31/90

FY87 Annual HS Dropout Rates

All Students



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fg 12/31/90

FY88 High School Dropout Rates by Race

Dropout Rates Calculated by the HS Zone Method

	B	B_E	B_DPH	W	W_E	W_DPH	A	A_E	A_DPH	H	H_E	H_DPH	NA	NA_E	Total	Tot_E	DPH
ol																	
(9-12)	0	304	0.0	2	708	0.3	0	260	0.0	0	95	0.0	0	3	2	1370	0.1
temy (9-12)	3	296	1.0	5	351	1.4	1	124	0.8	3	47	6.0	0	5	12	823	1.4
	13	470	2.7	5	136	3.5	4	275	1.4	5	98	4.9	0	4	27	983	2.7
on	47	343	12.1	31	105	22.8	2	6	25.0	27	162	14.3	1	5	108	621	14.8
ton	60	191	23.9	44	104	29.7	35	194	15.3	70	149	32.0	0	4	209	642	24.6
e	74	513	12.6	12	40	23.1	2	15	11.8	12	66	15.4	1	5	101	639	13.6
Westtown	31	305	9.2	19	184	9.4	11	251	4.2	13	183	6.6	0	2	74	925	7.4
chester	148	438	25.3	27	43	38.6	2	9	18.2	38	123	23.6	1	1	216	614	26.0
oston	21	137	13.3	103	516	16.6	5	40	11.1	11	48	18.6	0	4	140	745	15.8
ish	138	914	13.1	42	181	18.8	7	43	14.0	54	285	15.9	2	1	243	1424	14.6
e Park	46	540	7.8	20	128	13.5	1	3	25.0	1	7	12.5	1	3	69	681	9.2
aica Plain	119	327	26.7	26	68	27.7	3	2	60.0	82	262	23.8	0	4	230	663	25.8
lison	151	943	13.8	36	110	24.7	1	32	3.0	58	310	15.8	2	3	248	1398	15.1
wden	11	248	4.2	4	109	3.5	1	37	2.8	9	55	14.1	0	3	25	452	5.2
oston	32	310	9.4	57	301	15.9	3	85	3.4	17	150	10.2	3	7	112	853	11.6
ana (9-12)	34	246	12.1	22	74	22.9	2	45	4.3	12	52	18.8	0	1	70	418	14.3
Roxbury	68	612	10.0	36	357	9.2	0	13	0.0	9	75	10.7	0	3	113	1060	9.6
Total:	996	7137	12.2	491	3515	12.3	80	1434	5.3	421	2167	16.3	11	58	1999	14311	12.3
m Schools:	16	1070	1.5	12	1195	1.0	5	859	0.8	8	240	3.2	0	12	41	3178	1.3
i-Exam T:	980	6067	13.9	479	2320	17.1	75	775	8.8	413	1927	17.6	11	46	1958	11135	15.0
ter	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	0	0.0
ace Mann	1	12	7.7	0	11	0.0	0	2	0.0	0	13	0.0	0	0	1	38	2.6
Kinley	34	134	20.2	20	60	25.0	0	1	0.0	8	34	19.0	0	2	62	231	21.2
ind Total:	1031	7283	12.4	511	3586	12.5	80	1437	5.3	429	2214	16.2	11	60	2062	14580	12.4

Explanation

1. B = number of dropouts for Black in grades 9-12; W = White, A = Asian, H = Hispanic; NA = Native American;
B_E = Black enrollment in grades 9-12 in June; B_DPH = Number of yearly dropouts per 100 Black students.
2. Tot_E = total June 88 actual enrollment in grades 9-12 (McKinley 7 12), DPH = HSZ dropouts per 100 students.
3. HSZ method: Dropouts = Codes 2X discharges; Reference population = June actual enrollment * plus * dropouts.

Excel Template: FY88DO1a.xls

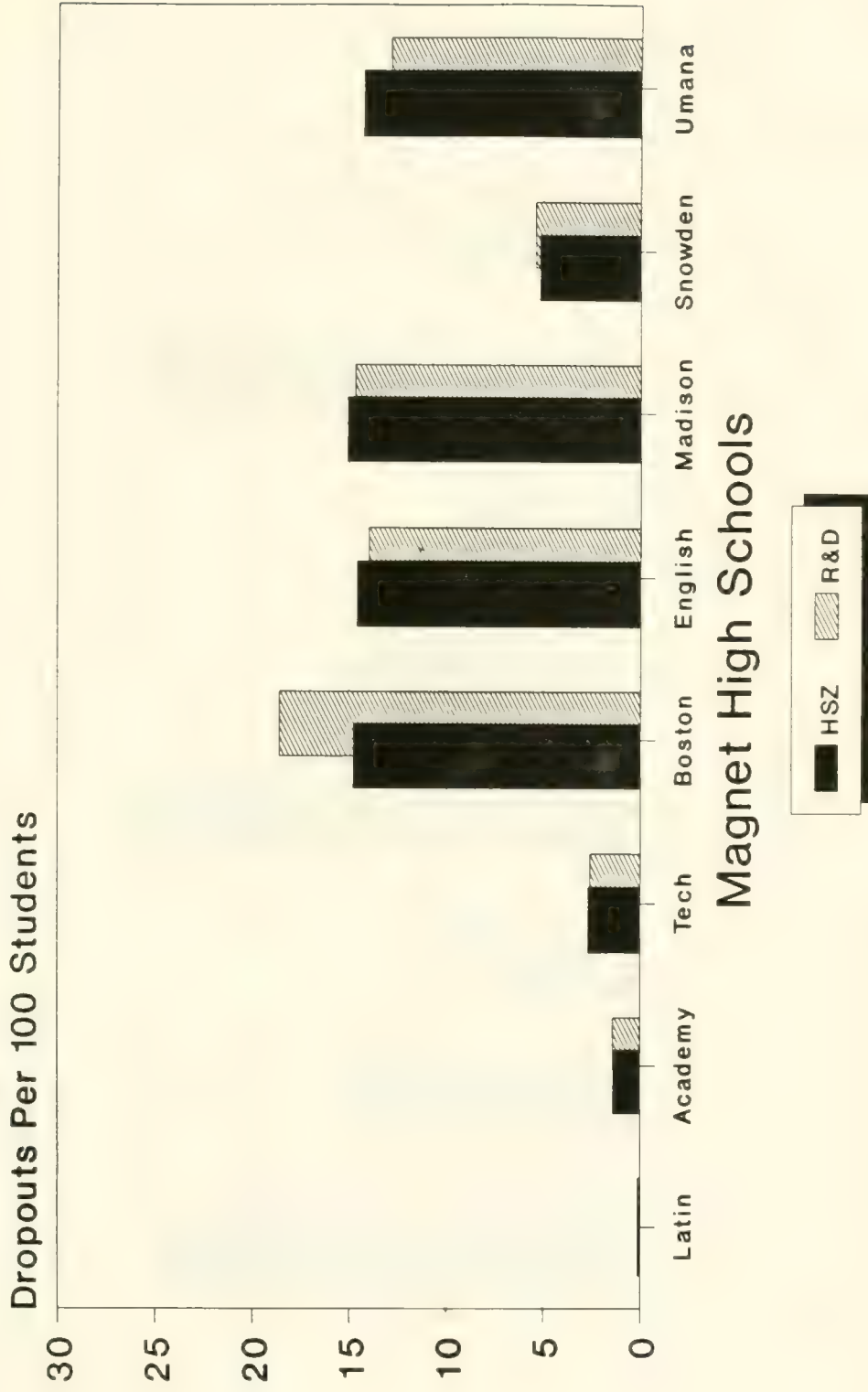
Source: School Profile Tables files provided by OIS

Created: fg04/09/89

Revised: fg12/05/90 Rev. 1.3

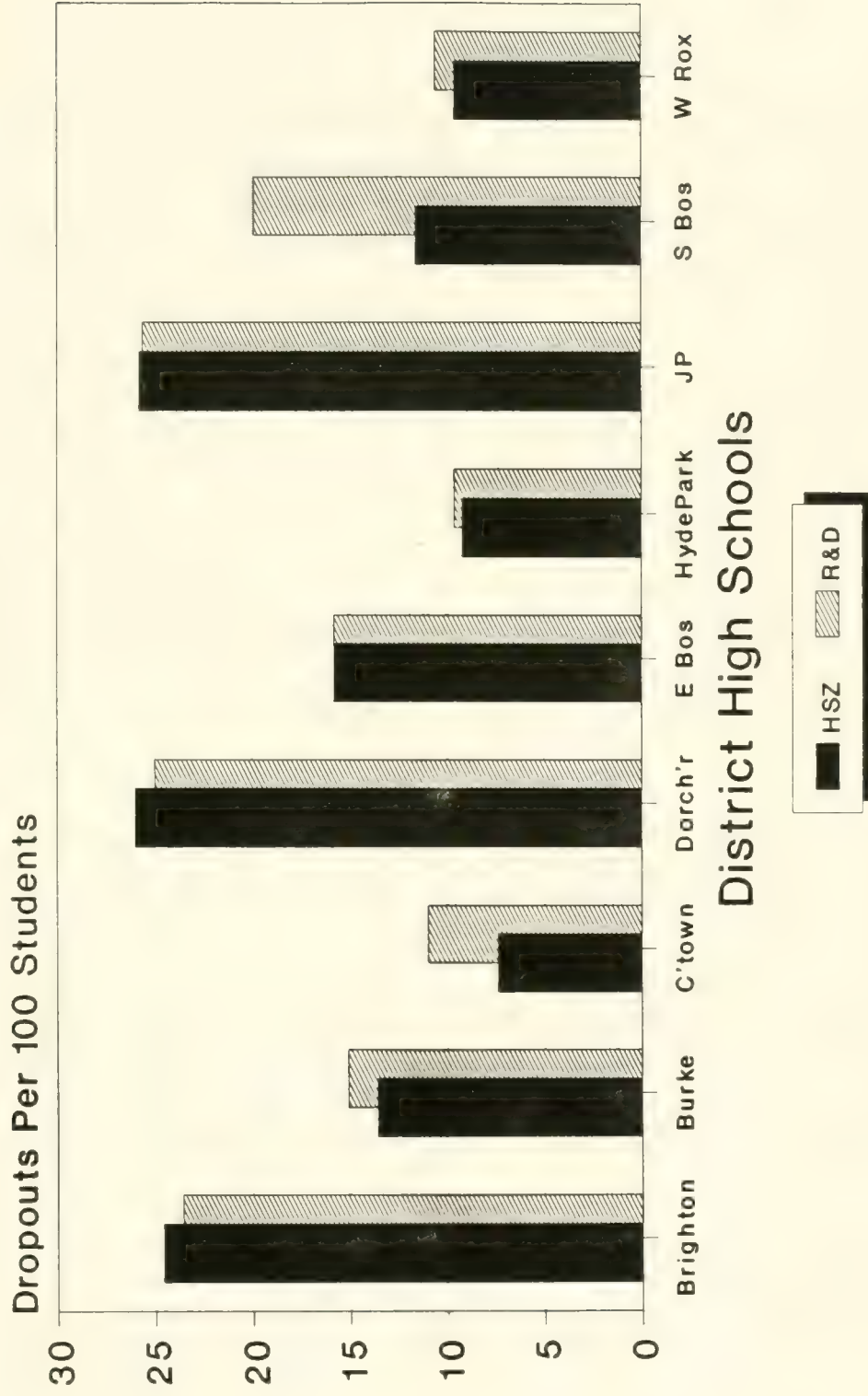
FY88 Annual HS Dropout Rates

All Students



FY88 Annual HS Dropout Rates

All Students



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fg 12/31/90

FY89 High School Dropout Rates by Race

Dropout Rates Calculated by the HS Zone Method

	B	B_E	B_DPH	W	W_E	W_DPH	A	A_E	A_DPH	H	H_E	H_DPH	NA	NA_E	Total	Tot_E	DPH
(9-12)	0	313	0.0	2	680	0.3	0	271	0.0	0	89	0.0	0	2	2	1355	0.1
emy (9-12)	0	286	0.0	2	338	0.6	0	141	0.0	0	49	0.0	0	5	2	819	0.2
	17	402	4.1	4	107	3.6	6	290	2.0	2	89	2.2	0	3	29	891	3.2
on	21	376	5.3	22	101	17.9	2	8	20.0	18	183	9.0	3	3	66	671	9.0
iton	60	196	23.4	27	84	24.3	31	237	11.6	40	211	15.9	0	2	158	730	17.8
a	86	508	14.5	11	21	34.4	1	27	3.6	19	68	21.8	1	4	118	628	15.8
lastown	29	256	10.2	25	156	13.8	3	273	1.1	5	183	3.2	0	3	63	871	6.7
hester	83	417	16.6	14	31	31.1	1	7	12.5	39	144	21.3	0	1	137	600	18.6
oston	14	142	9.0	42	473	8.2	2	29	6.5	9	48	15.8	0	6	67	698	8.8
ish	56	908	5.8	22	156	12.4	1	41	2.4	29	255	10.2	0	4	108	1364	7.3
a Park	28	555	4.8	9	123	6.8	0	3	0.0	0	18	0.0	0	2	37	701	5.0
aica Plain	103	332	23.7	16	67	19.3	0	5	0.0	82	319	20.4	0	5	201	728	21.6
ison	118	1064	10.0	23	116	16.5	6	32	15.8	55	362	13.2	1	7	203	1581	11.4
wden	11	238	4.4	9	103	8.0	1	43	2.3	3	56	4.3	0	2	24	452	5.0
oston	35	307	10.2	48	294	14.0	3	79	3.7	16	123	11.5	0	8	102	811	11.2
ona (9-12)	14	247	5.4	7	89	7.3	5	38	11.6	0	46	0.0	0	4	26	424	5.8
oxbury	76	587	11.5	42	328	11.4	1	17	5.6	13	73	15.1	0	0	132	1005	11.6
Total:	751	7134	9.5	325	3267	9.0	63	1541	3.9	331	2326	12.5	5	61	1475	14329	9.3
m (9-12):	17	1001	1.7	8	1125	0.7	5	702	0.8	2	227	0.9	0	10	33	3065	1.1
-Exam T:	734	6133	10.7	317	2142	12.9	57	839	6.4	329	2099	13.6	5	51	1442	11264	11.3
er	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	0	0.0
ace Mann	0	8	0.0	0	12	0.0	0	3	0.0	0	13	0.0	0	0	0	36	0.0
Kinley	26	135	16.1	13	49	21.0	0	2	0.0	8	24	25.0	0	1	47	211	18.2
nd Total:	777	7277	10.7	338	3328	10.2	63	1546	4.1	339	2363	14.3	5	62	1522	14576	9.5

planation

1. B = number of dropouts for Black in grades 9-12; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in grades 9-12 in June; B_DPH = Number of yearly dropouts per 100 Black students.
2. Tot_E = total June 89 actual enrollment in grades 9-12 (McKinley: 7-12); DPH = HSZ dropouts per 100 students.
3. HSZ method: Dropouts = Codes 2X discharges; Reference population = June actual enrollment * plus * dropouts.

el Template: FY89DO1a.xls

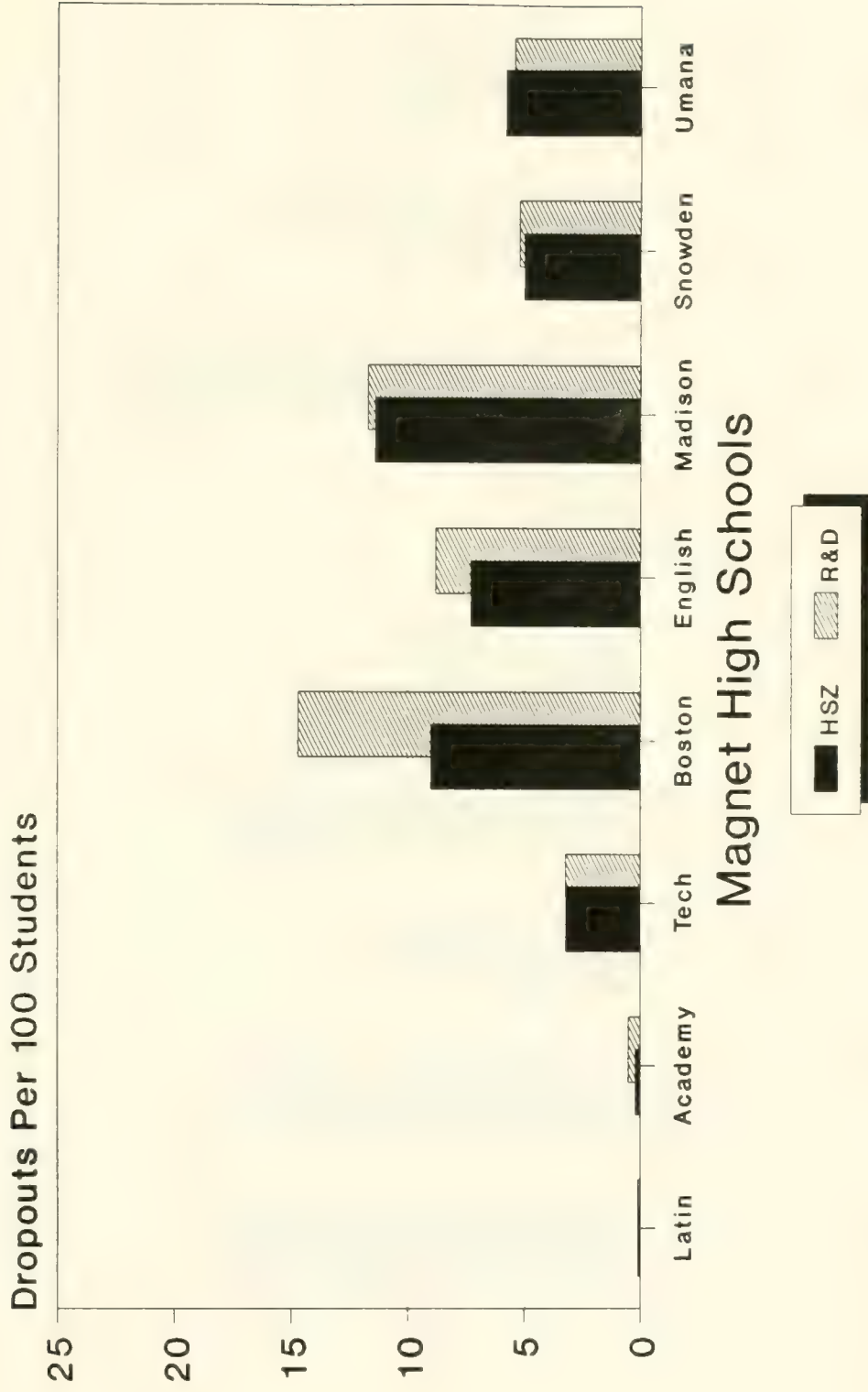
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ated: fg04/09/89

ised: fg12/05/90 Rev. 1.3

FY89 Annual HS Dropout Rates

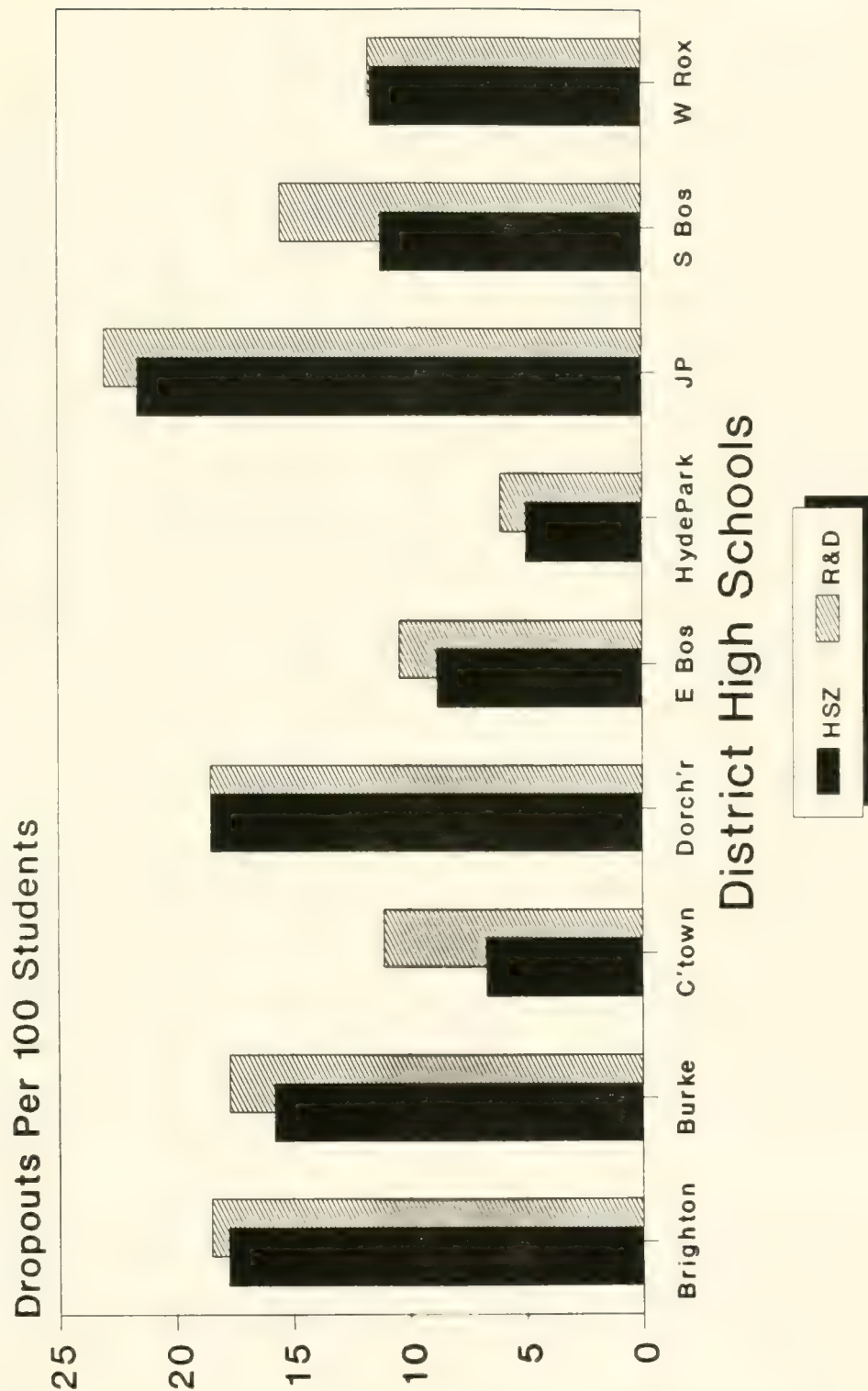
All Students



fy89do1a.cht
fg 12/31/90

FY89 Annual HS Dropout Rates

All Students



fy89do1b.cht
fg 12/31/90

FY90 High School Dropout Rates by Race

Dropout Rates Calculated by the HS Zone Method

	B	B_E	B_DPH	W	W_E	W_DPH	A	A_E	A_DPH	H	H_E	H_DPH	NA	NA_E	Total	Tot_E	DPH
(9-12)	0	301	0.0	0	691	0.0	0	283	0.0	0	92	0.0	0	1	0	1368	0.0
temy (9-12)	2	261	0.8	0	302	0.0	0	171	0.0	0	46	0.0	0	4	2	784	0.3
	17	575	2.9	2	106	1.9	0	340	0.0	1	123	0.8	0	3	20	1147	1.7
	35	416	7.8	19	128	12.9	1	7	12.5	23	274	7.7	1	8	79	833	8.7
	64	290	18.1	26	87	23.0	31	288	9.7	57	250	18.6	1	0	179	915	16.4
	51	627	7.5	3	32	8.6	2	41	4.7	12	83	12.6	0	4	68	787	8.0
	55	258	17.6	29	161	15.3	24	270	8.2	44	235	15.8	0	1	152	925	14.1
	98	477	17.0	21	33	38.9	3	9	25.0	41	163	20.1	1	2	164	684	19.3
	11	166	6.2	30	450	6.3	3	35	7.9	8	53	13.1	0	5	52	709	6.8
	56	507	9.9	16	134	10.7	4	33	10.8	65	459	12.4	2	2	143	1135	11.2
	114	706	13.9	27	135	16.7	0	7	0.0	15	49	23.4	0	3	156	900	14.8
	42	1114	3.6	9	102	8.1	0	35	0.0	25	350	6.7	0	8	76	1609	4.5
	7	226	3.0	4	102	3.8	0	45	0.0	1	68	1.4	0	1	12	442	2.6
	45	326	12.1	36	333	9.8	5	73	6.4	23	155	12.9	3	5	112	892	11.2
	58	838	6.5	31	309	9.1	0	15	0.0	13	105	11.0	1	3	103	1270	7.5
Total:	655	7088	8.5	253	3105	7.5	73	1652	4.2	328	2505	11.6	9	50	1318	14400	8.4
n (9-12):	19	1137	1.6	2	1099	0.2	0	794	0.0	1	261	0.4	0	8	22	3299	0.7
Exam T:	636	5951	9.7	251	2006	11.1	73	858	7.8	327	2244	12.7	9	42	1296	11101	10.5
	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	0	0.0
ace Mann	0	8	0.0	0	10	0.0	0	2	0.0	0	14	0.0	0	0	0	34	0.0
inley	35	130	21.2	7	41	14.6	0	2	0.0	6	25	19.4	0	2	48	200	19.4
nd Total:	690	7226	9.5	260	3156	8.2	73	1656	4.4	334	2544	13.1	9	52	1366	14634	8.5

anation

1. B = number of dropouts for Black in grades 9-12; W = White; A = Asian; H = Hispanic; NA = Native American;
B_E = Black enrollment in grades 9-12 in June; B_DPH = Number of yearly dropouts per 100 Black students.
2. Tot_E = total June 90 actual enrollment in grades 9-12 (McKinley: 7-12); DPH = HSZ dropouts per 100 students.
3. HSZ method: Dropouts = Codes 2X discharges; Reference population = June actual enrollment * plus * dropouts.

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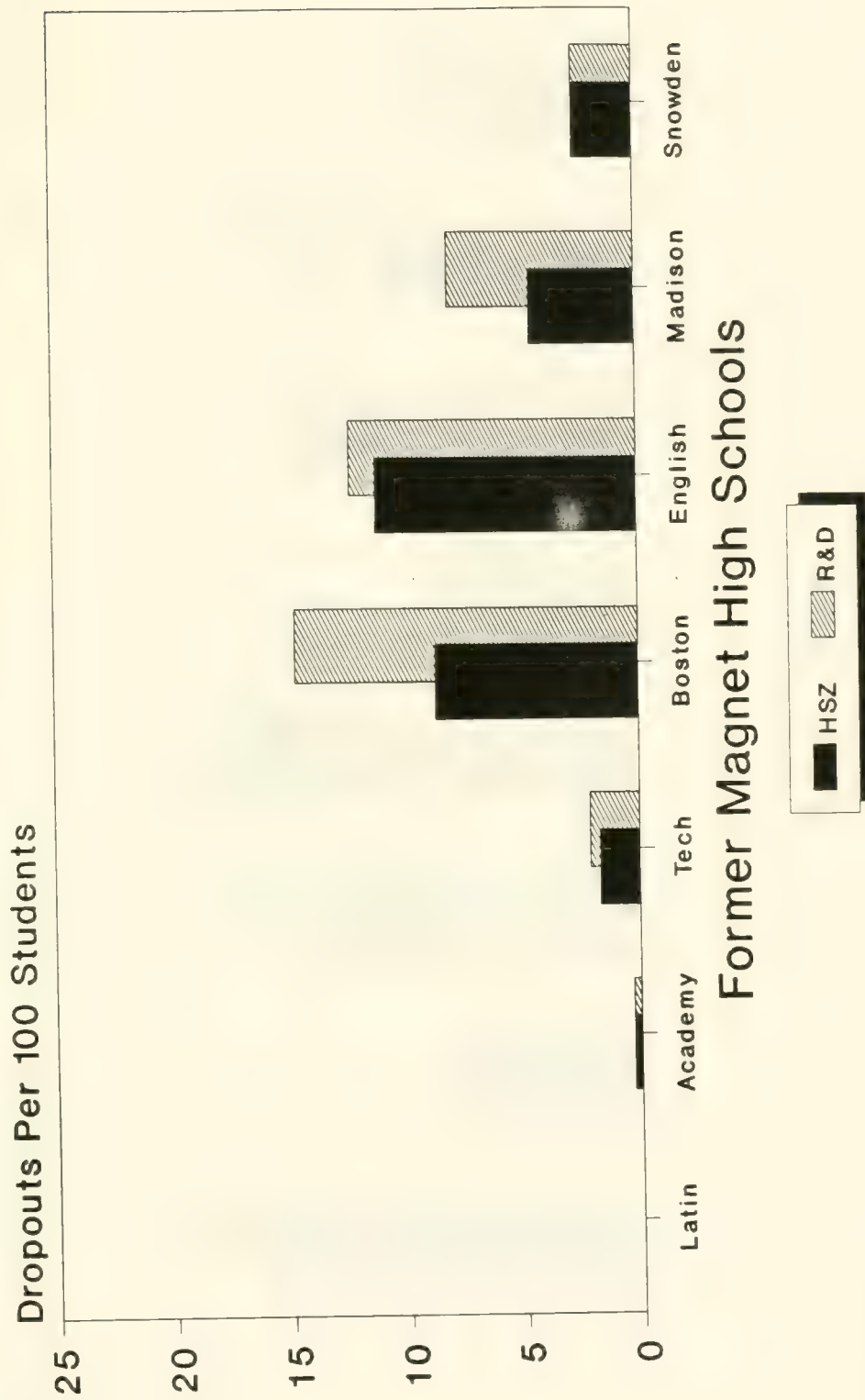
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ised: fg12/31/90 Rev. 1.0

FY90 Annual HS Dropout Rates

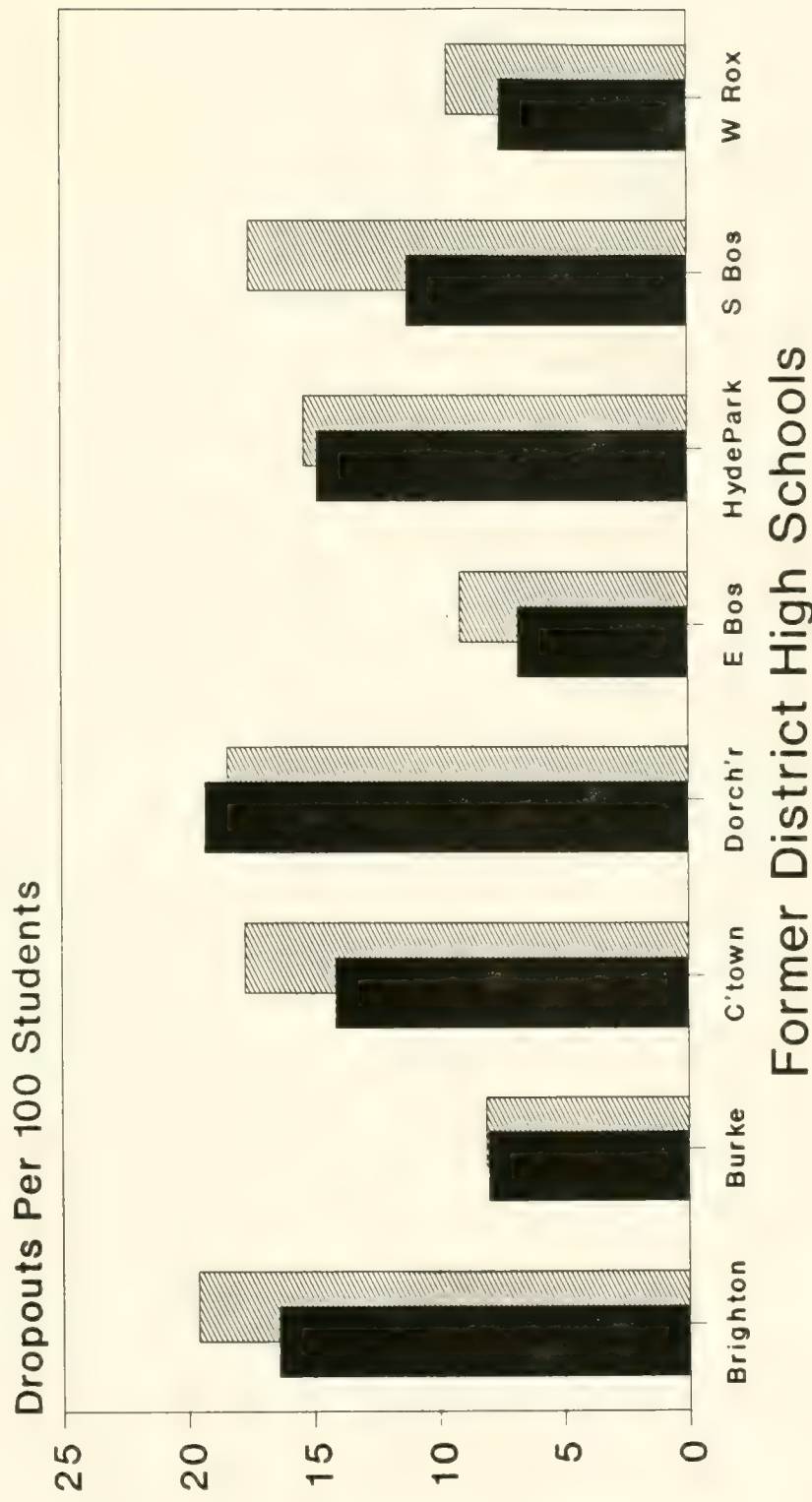
All Students



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fg 12/30/90

FY90 Annual HS Dropout Rates

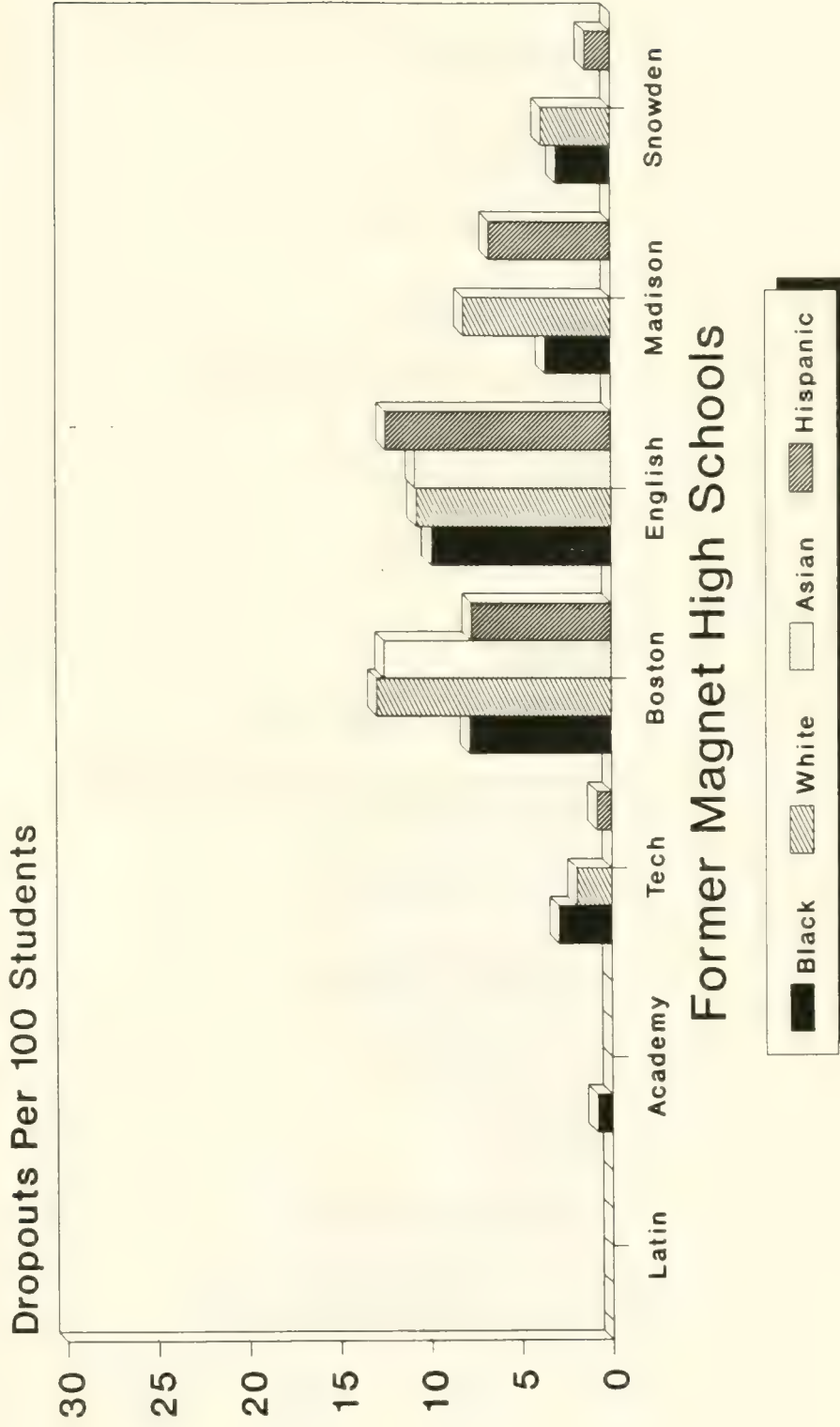
All Students



FY90 Annual HS Dropout Rates

High School Zone Calculation

All Racial Groups

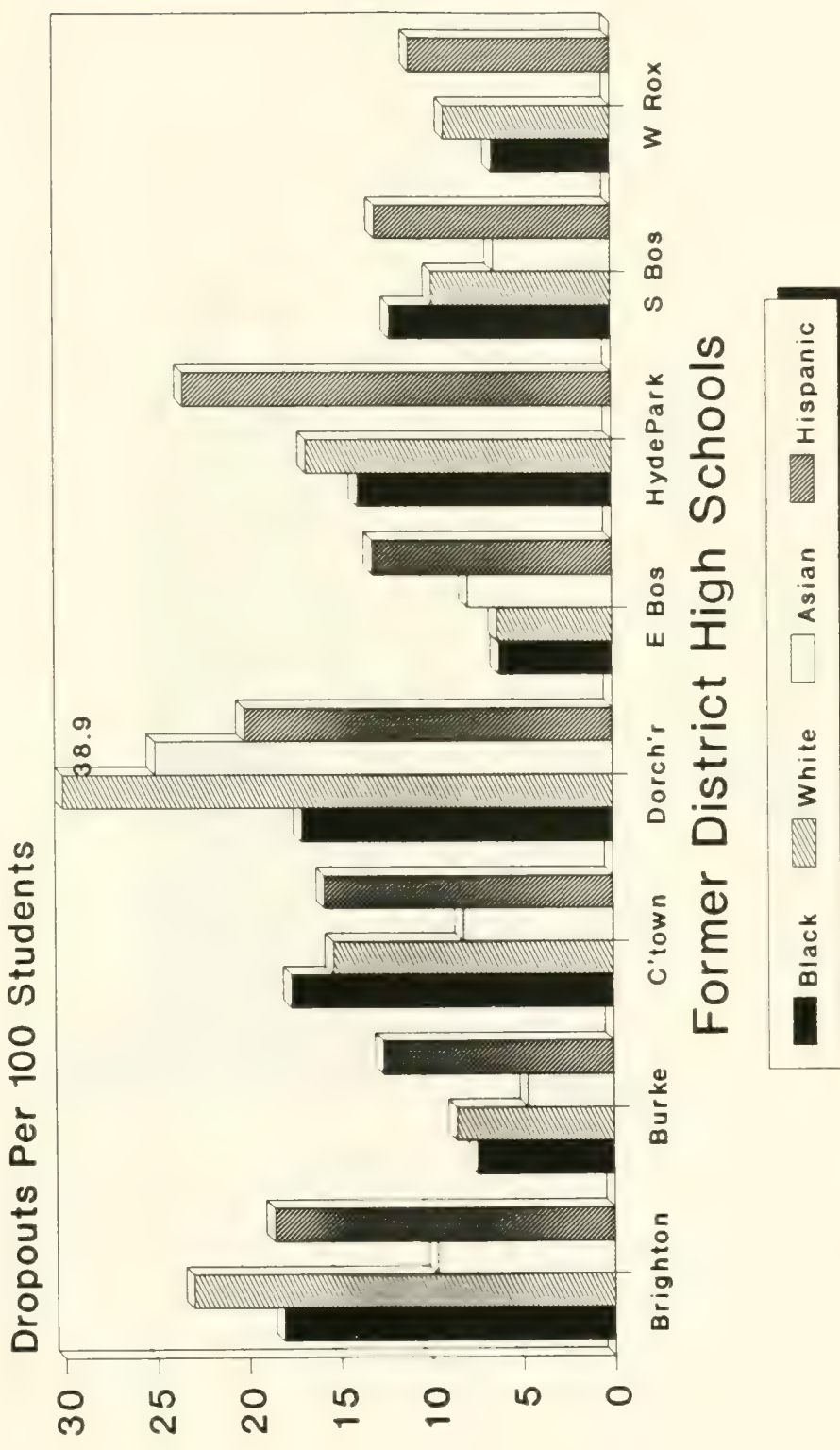


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FY90 Annual HS Dropout Rates

High School Zone Calculation

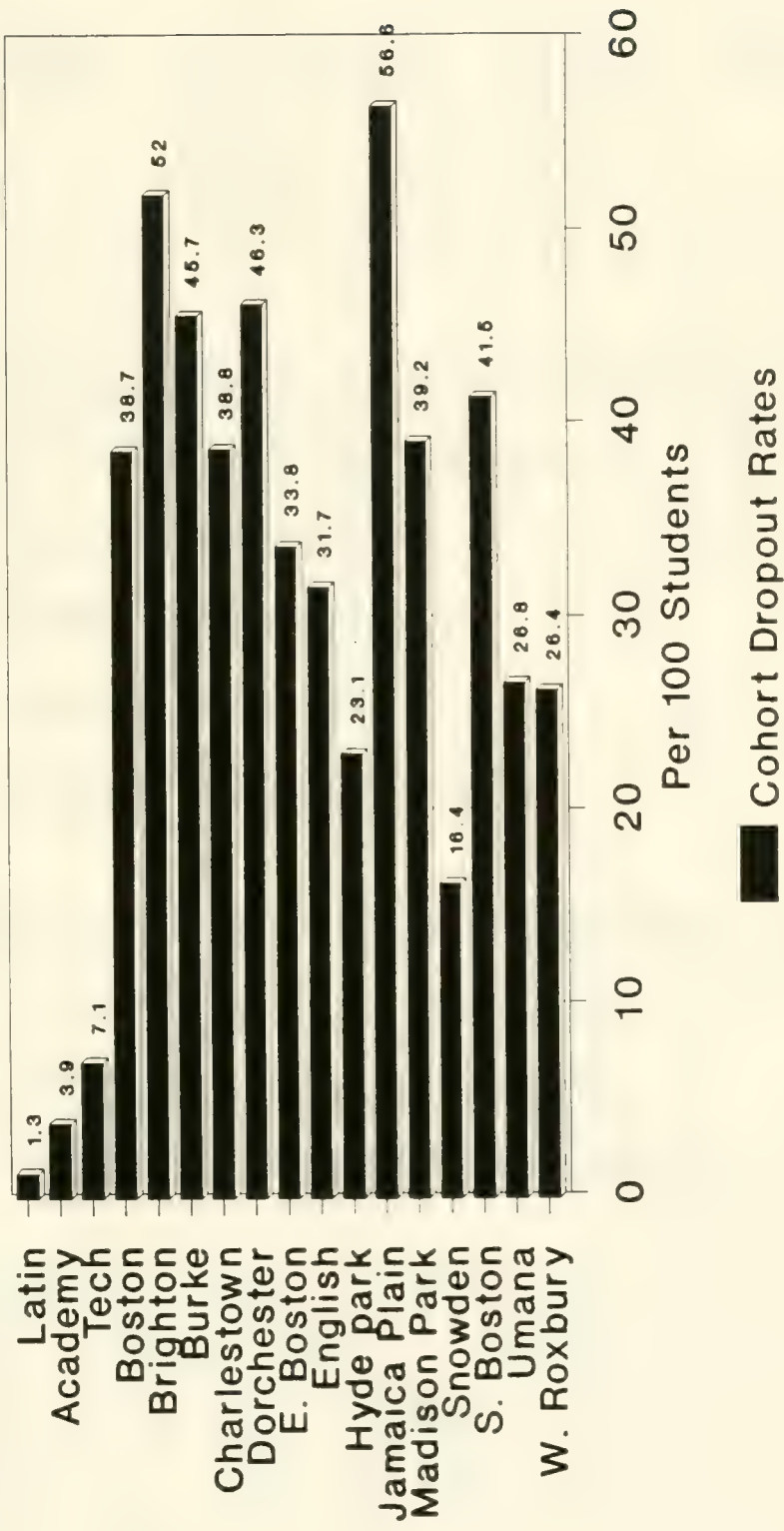
All Racial Groups



Ninth Grade Cohort Dropout Rates

1985 All Students

High School

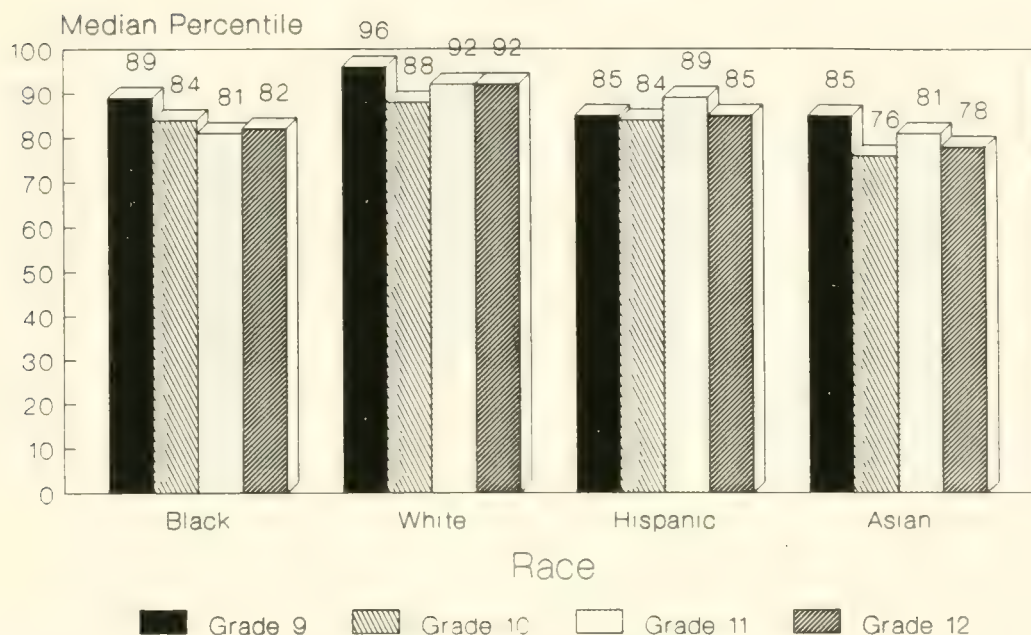


BPS High School MAT Result 1986 - 1990

- ✓ Metropolitan Achievement Tests
by School by Race by Grade
1990 Math
1990 Reading
1989 Math
1989 Reading

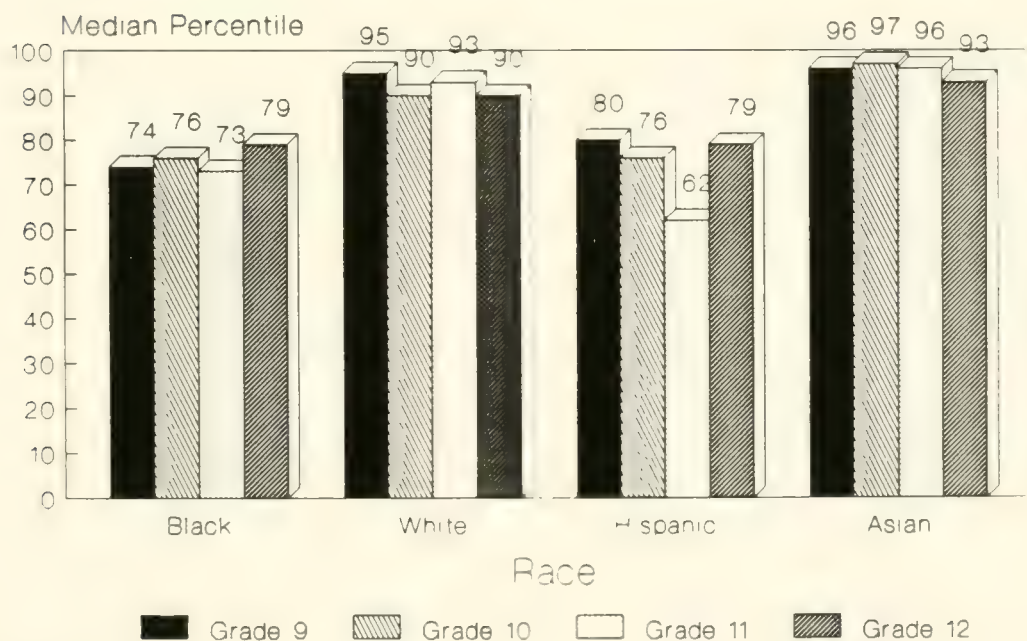
- ✓ Metropolitan Achievement Tests
by School by Grade
1986 - 1990 Math
1986 - 1990 Reading

May 1990 MAT Reading Scores Boston Latin



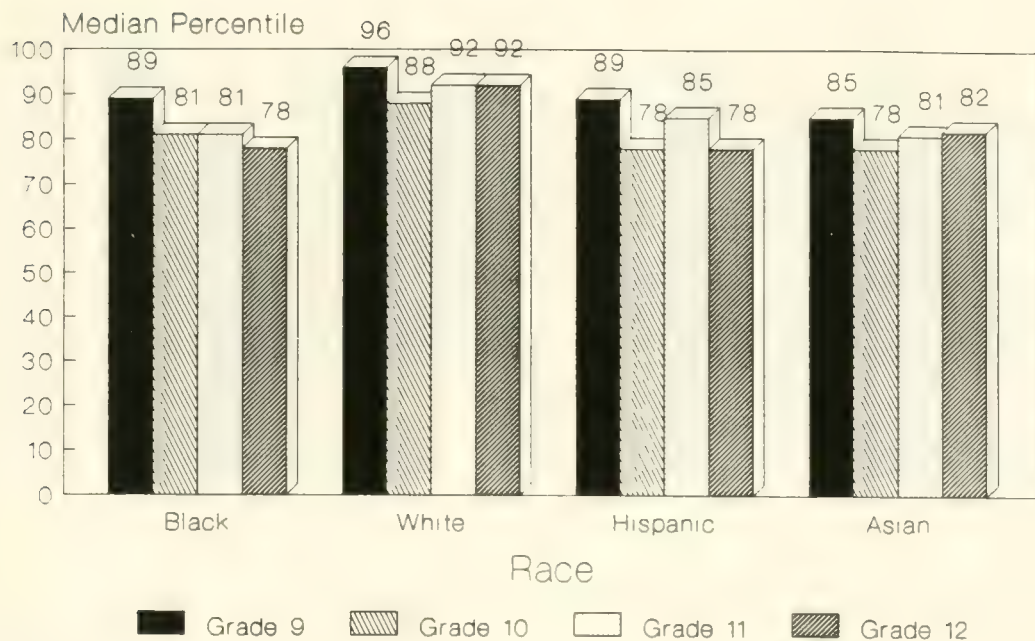
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bs90_7 cha

May 1990 MAT Math Scores Boston Latin



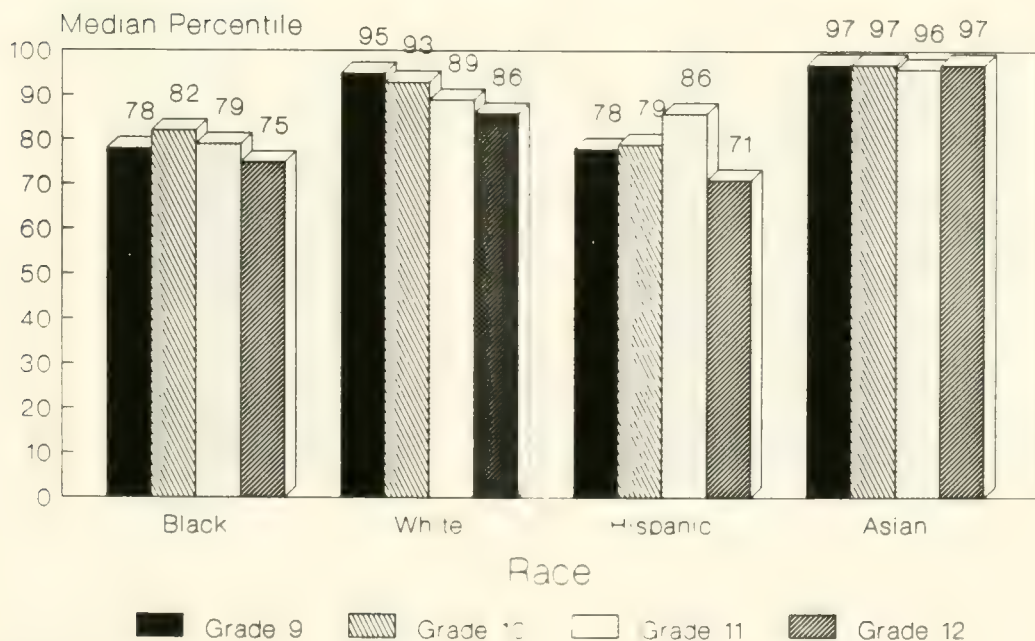
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May 1989 MAT Reading Scores Boston Latin



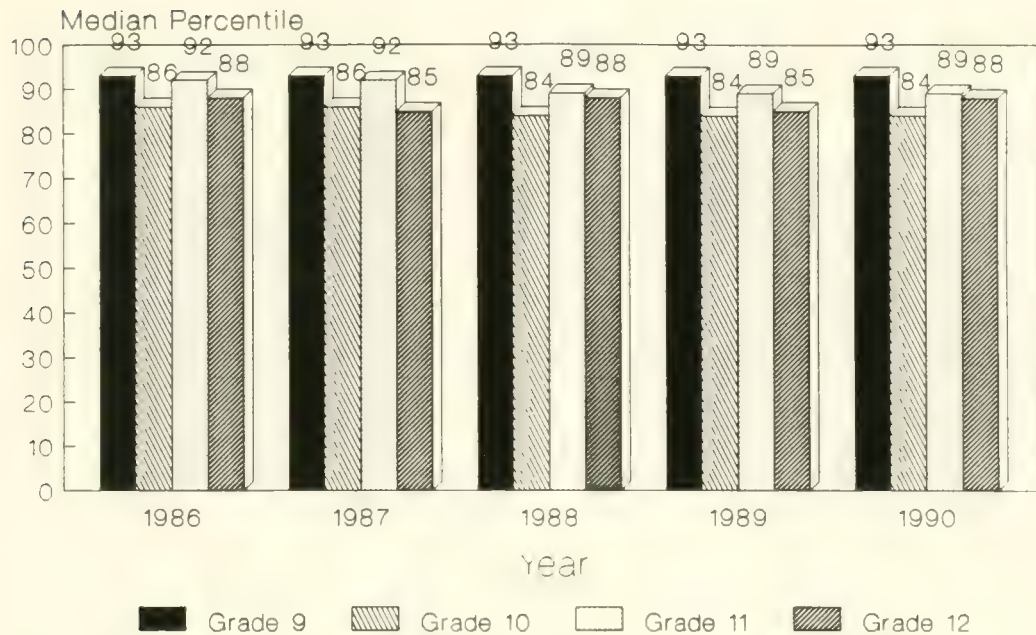
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May 1989 MAT Math Scores Boston Latin



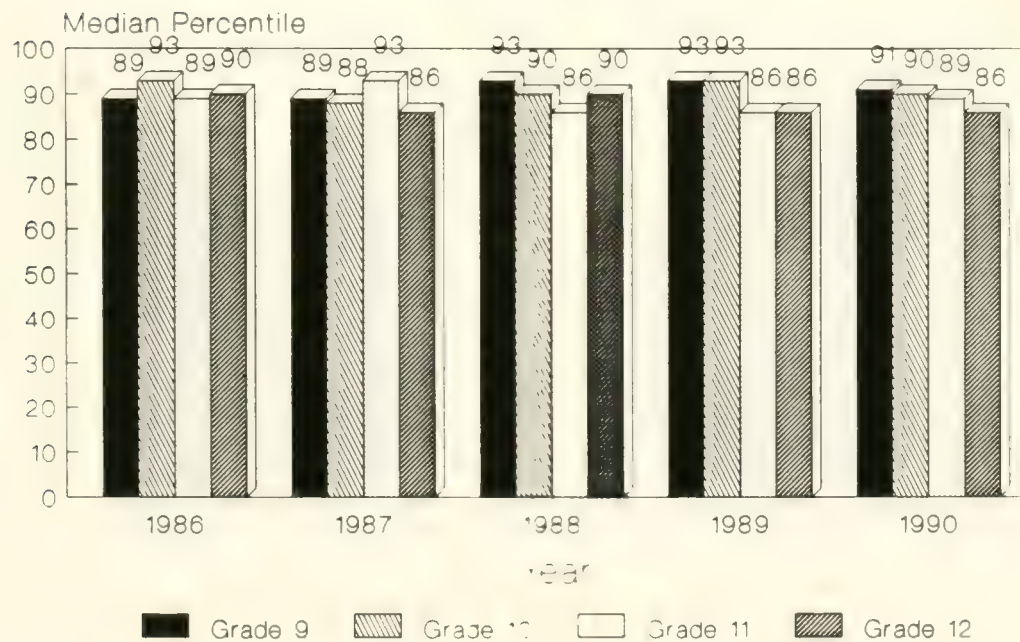
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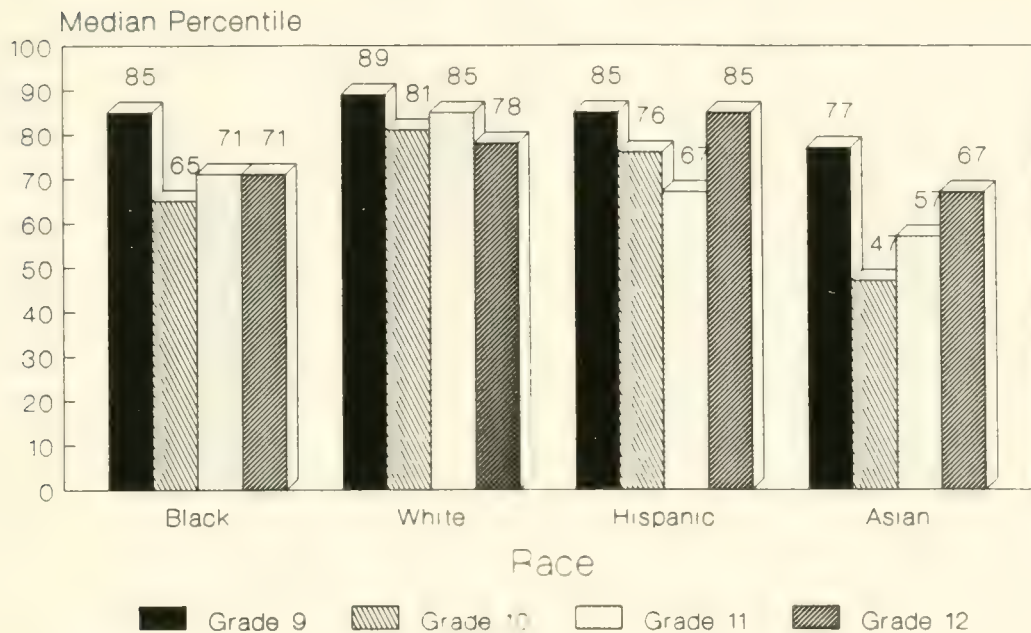
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1986-90 MAT Math Scores Boston Latin



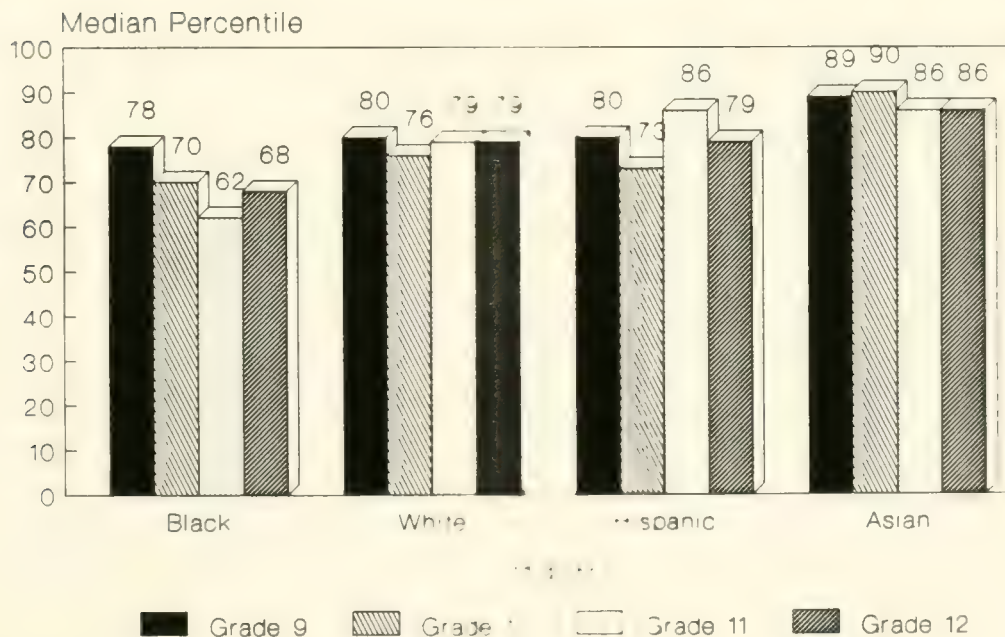
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May 1990 MAT Reading Scores Latin Academy



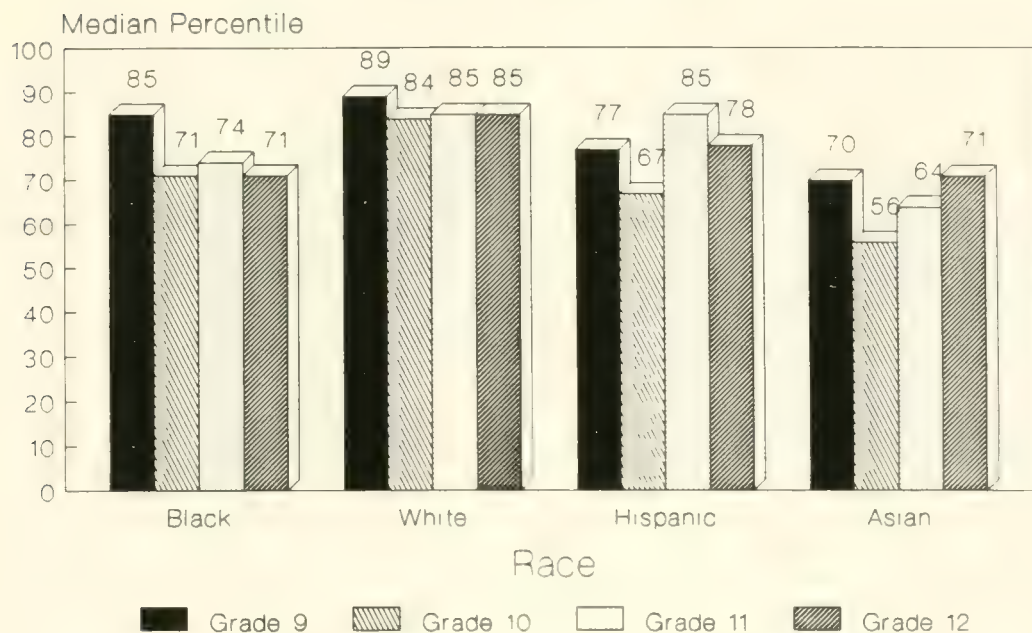
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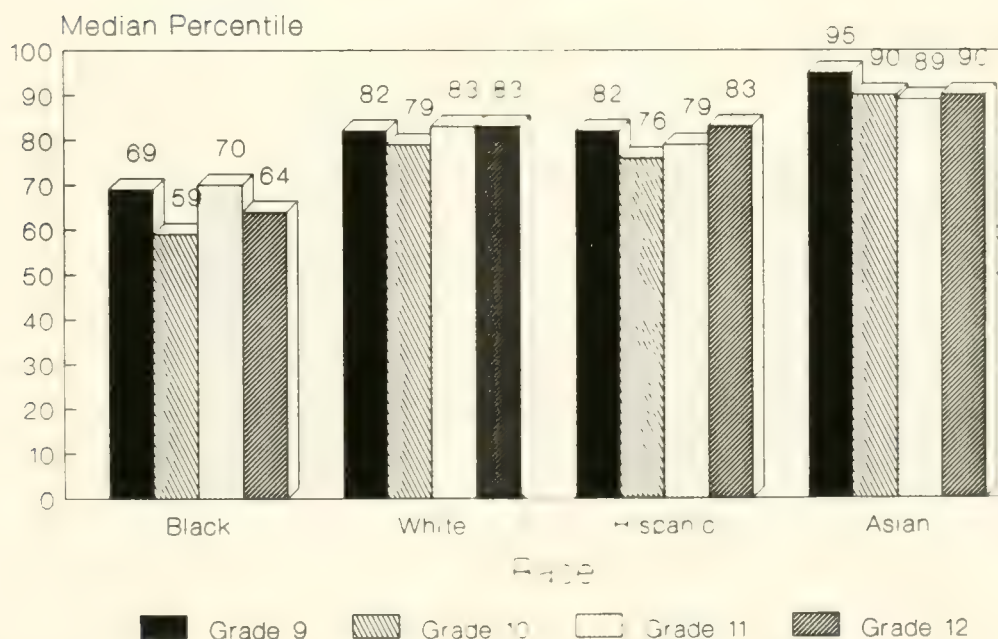
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May 1989 MAT Reading Scores Latin Academy



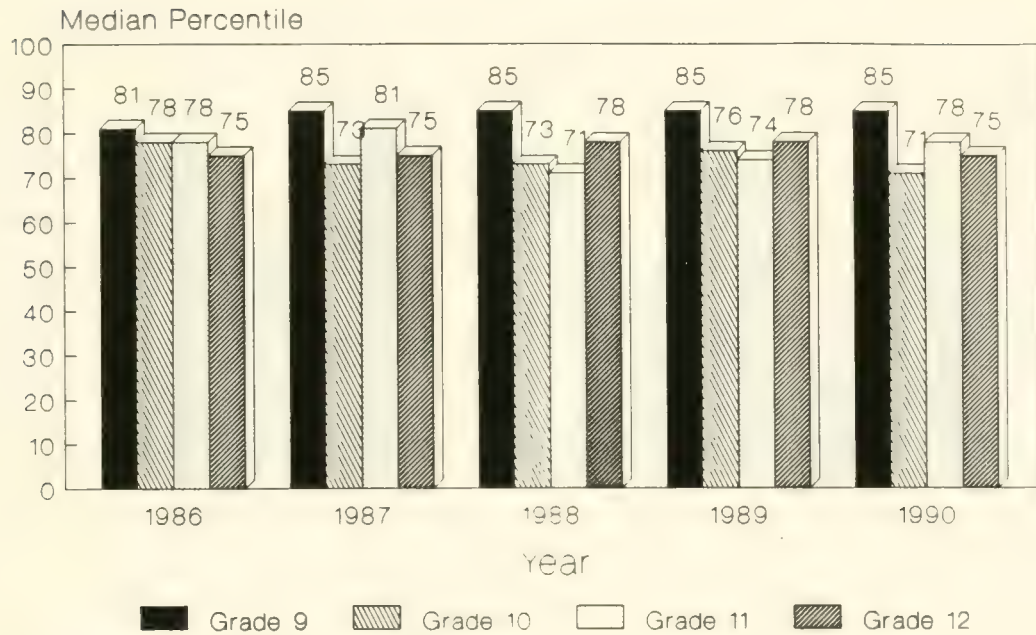
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May 1989 MAT Math Scores Latin Academy



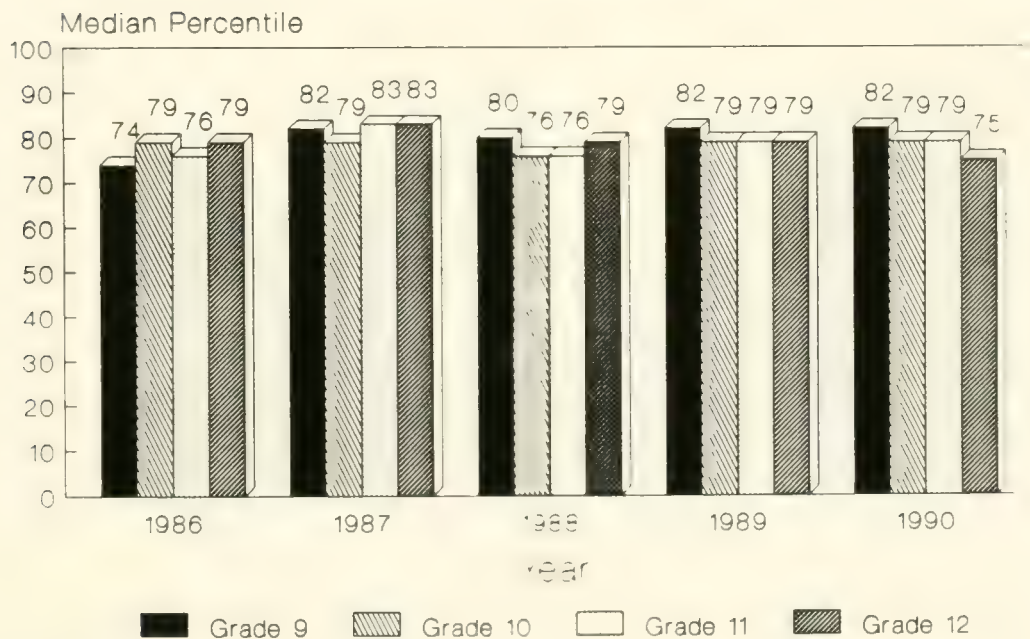
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1986-90 MAT Reading Scores Latin Academy



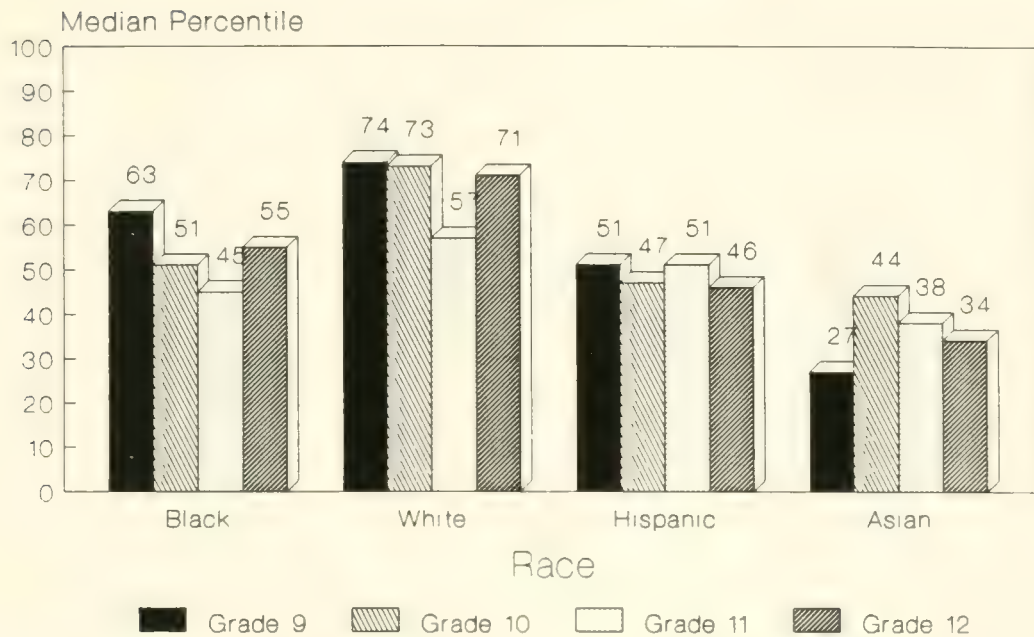
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1986-90 MAT Math Scores Latin Academy



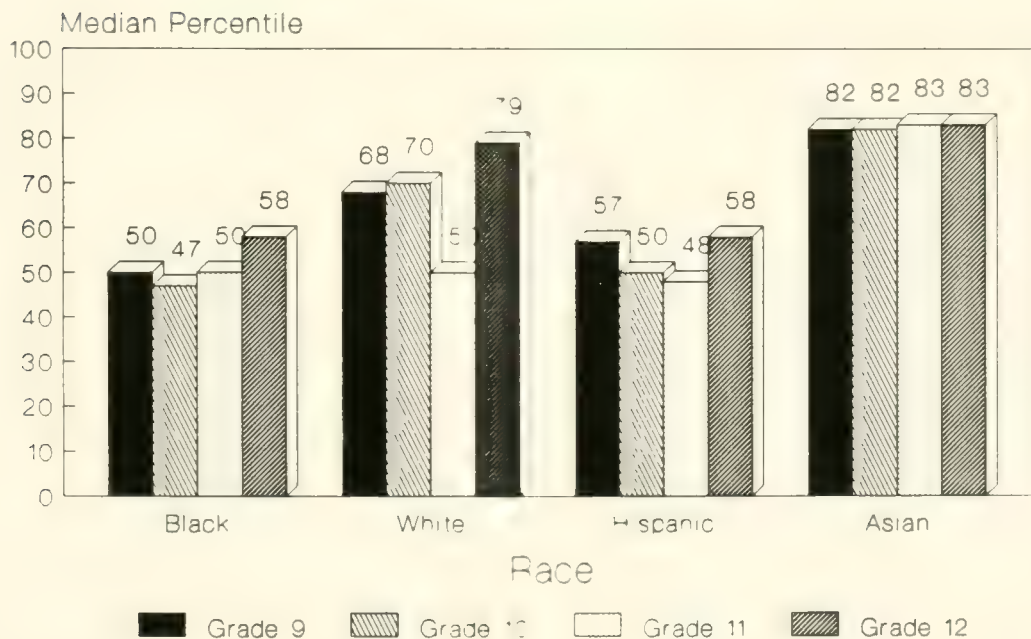
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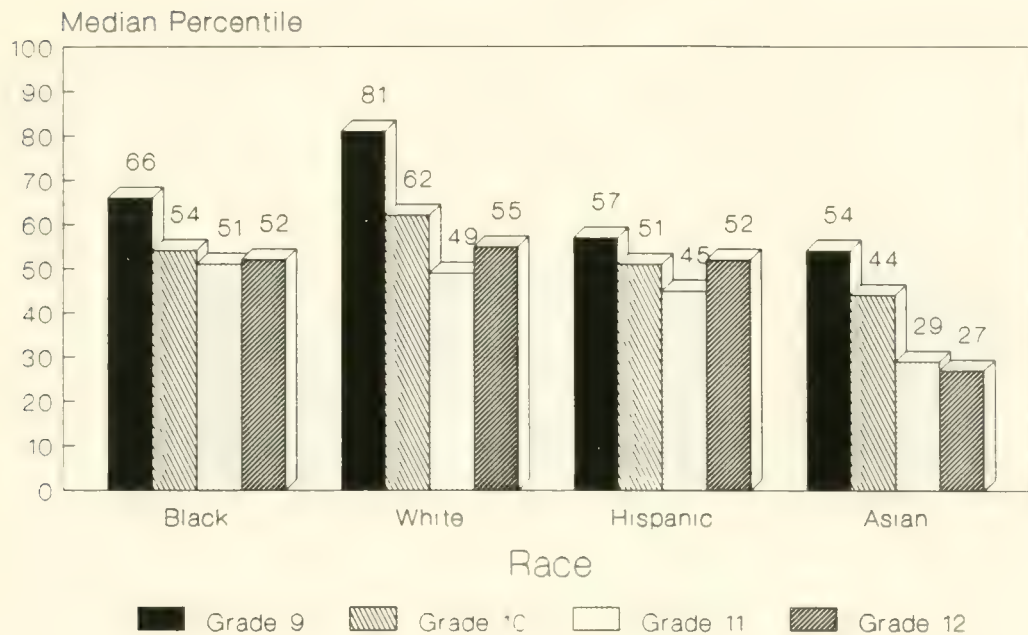
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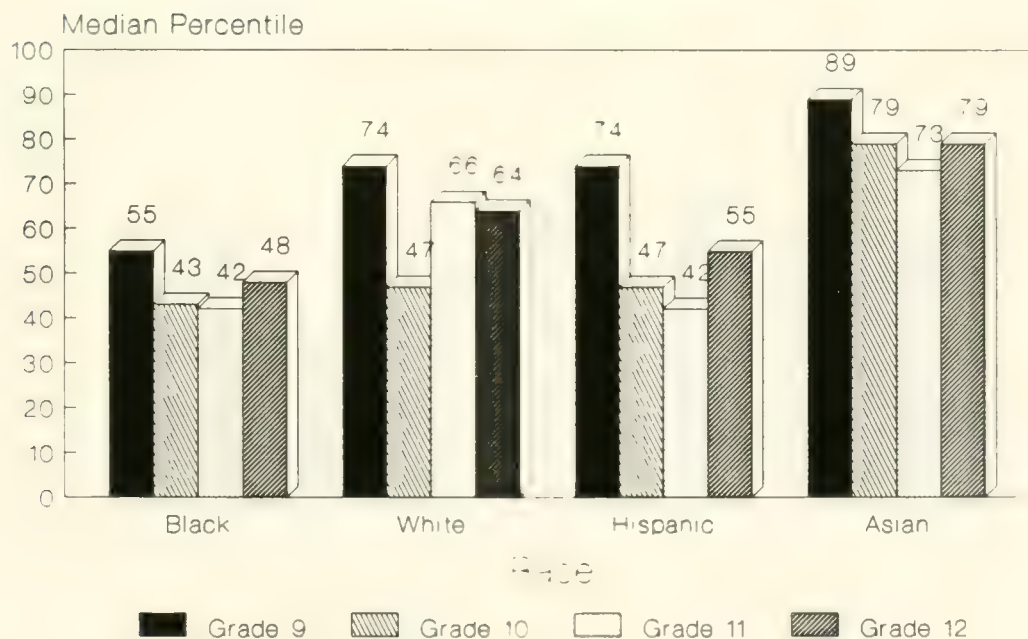
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May 1989 MAT Reading Scores Boston Technical



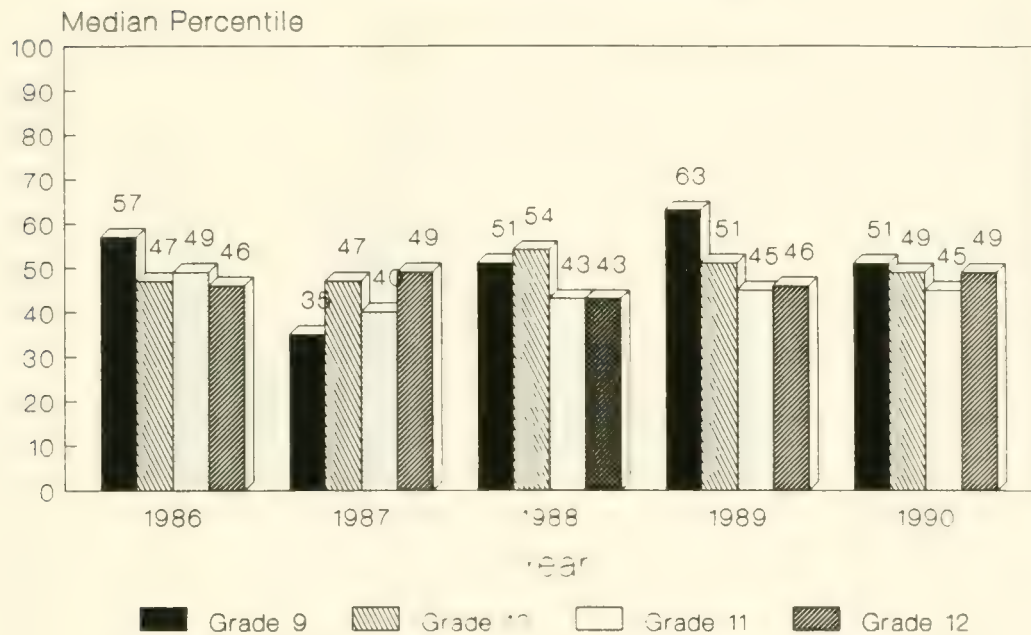
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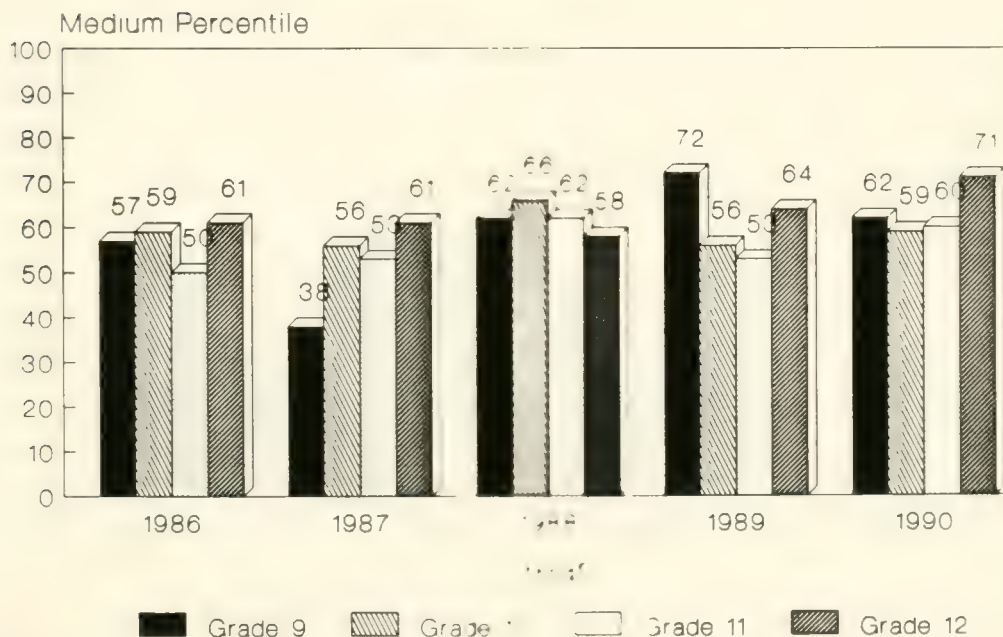
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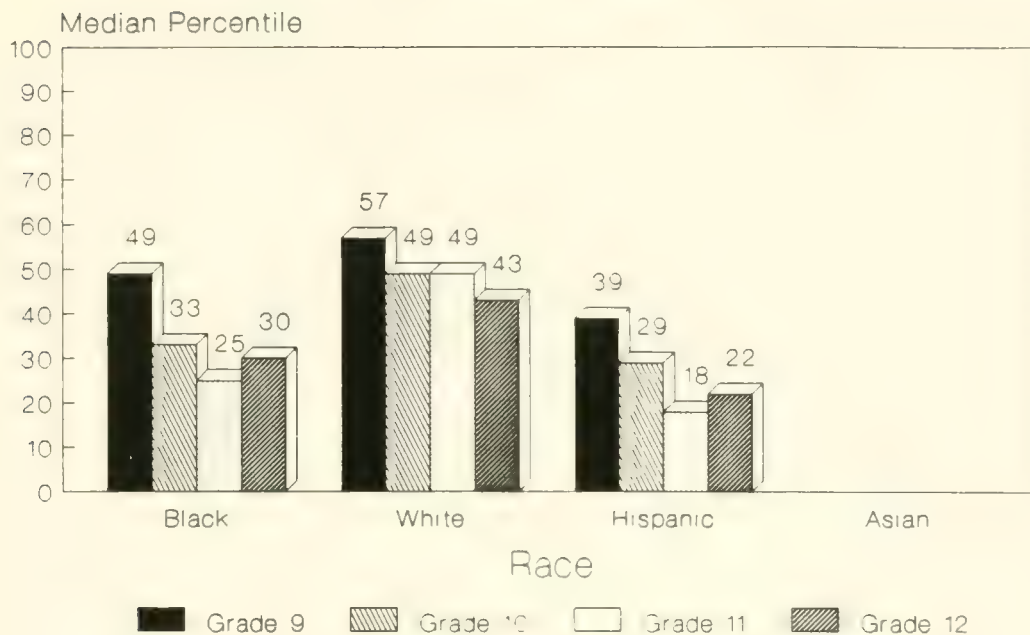
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1986-90 MAT Math Scores Boston Technical



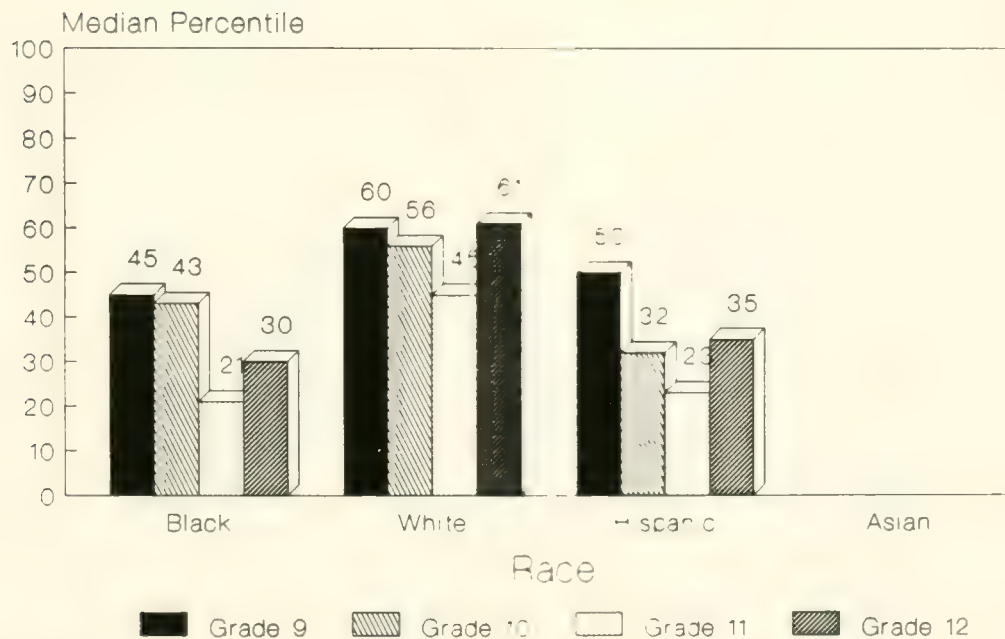
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May 1990 MAT Reading Scores Boston High



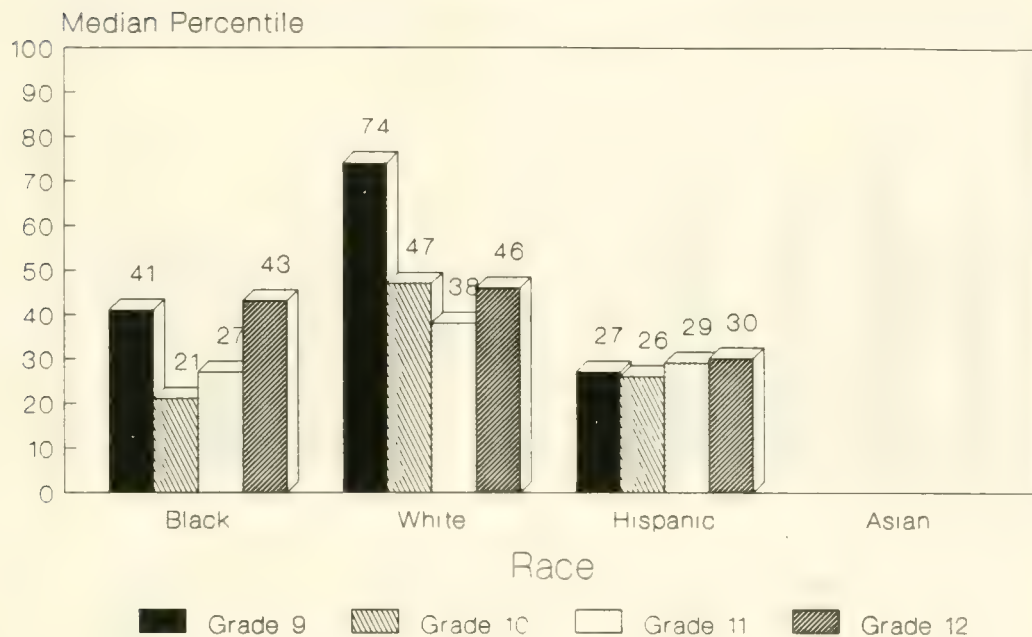
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May 1990 MAT Math Scores Boston High



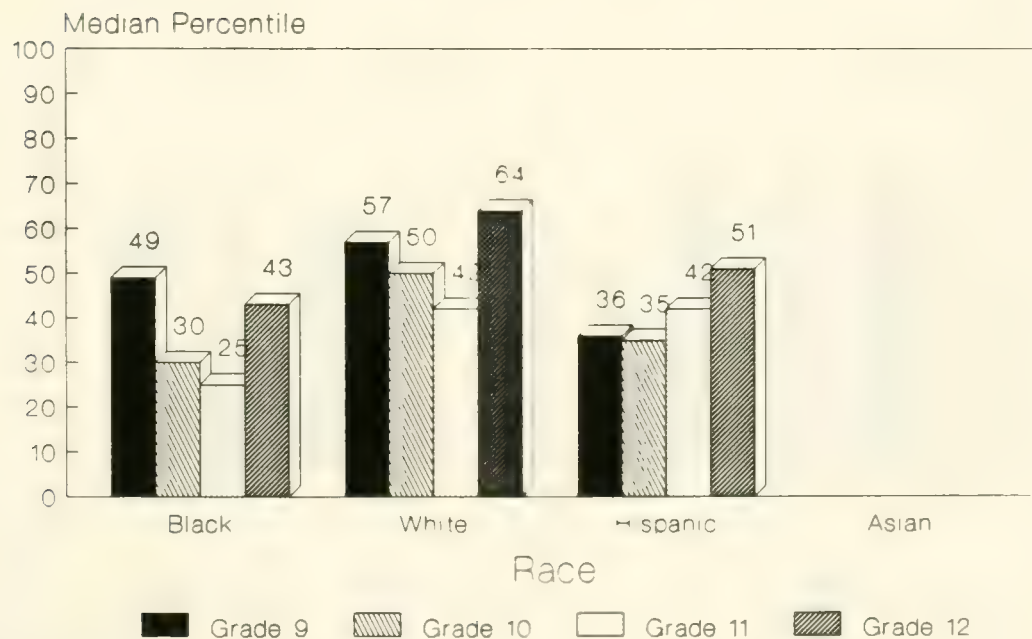
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May 1989 MAT Reading Scores Boston High



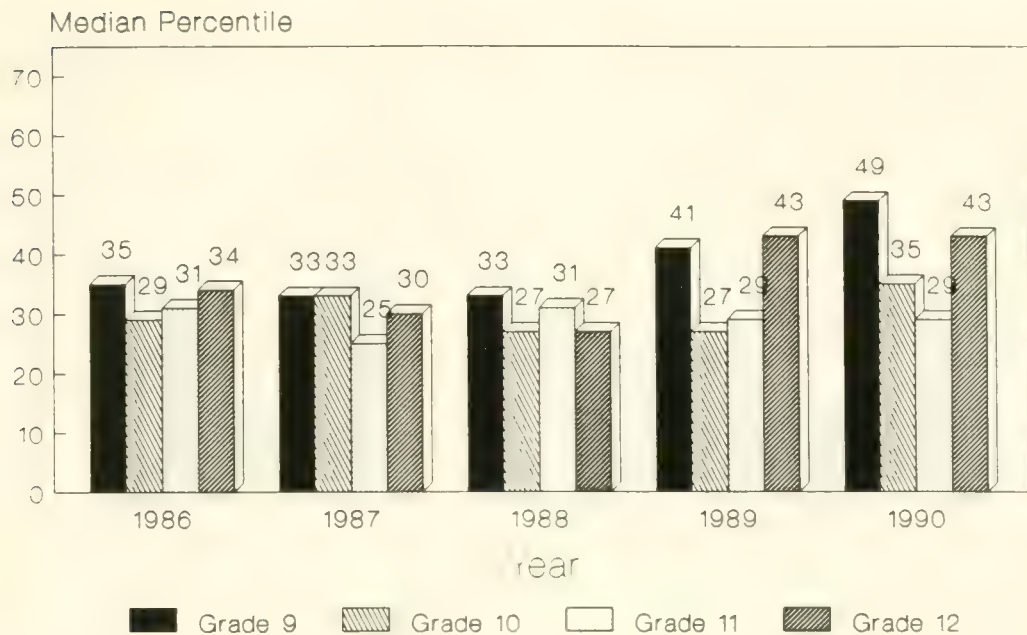
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May 1989 MAT Math Scores Boston High



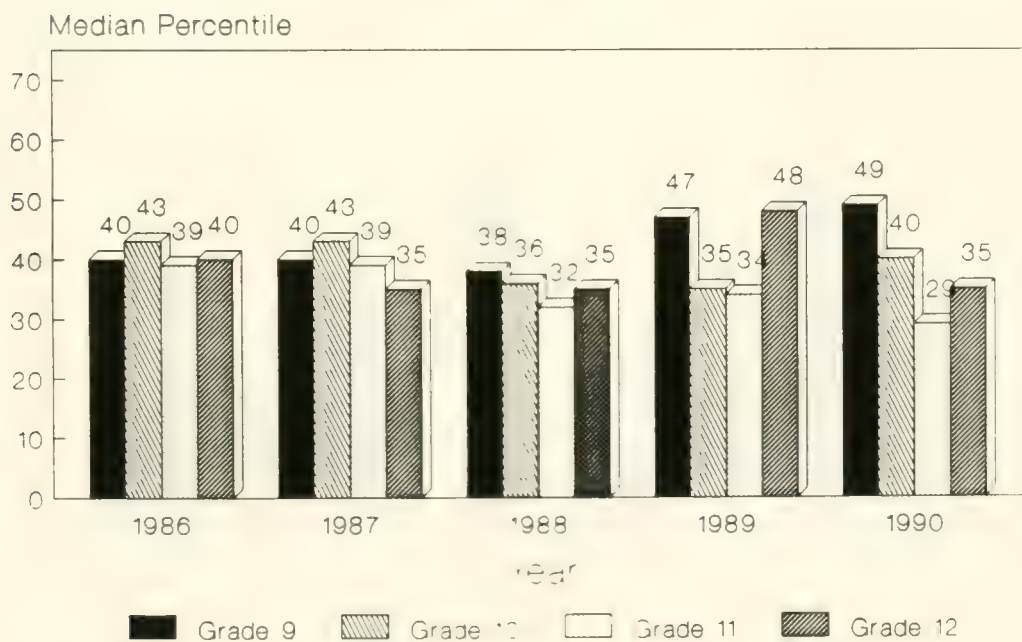
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1986-90 MAT Reading Scores Boston High



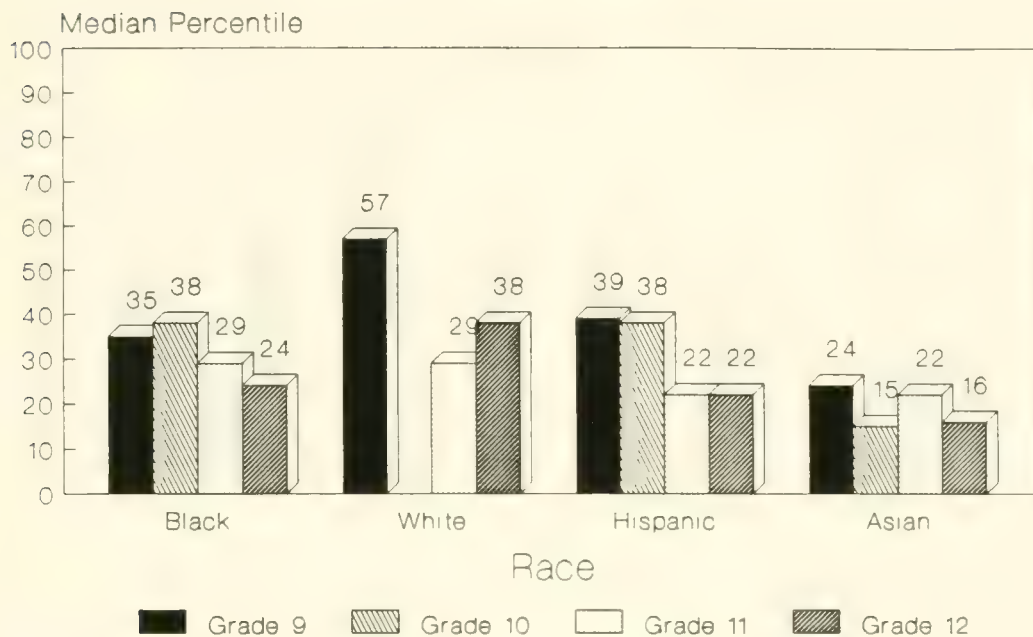
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1986-90 MAT Math Scores Boston High



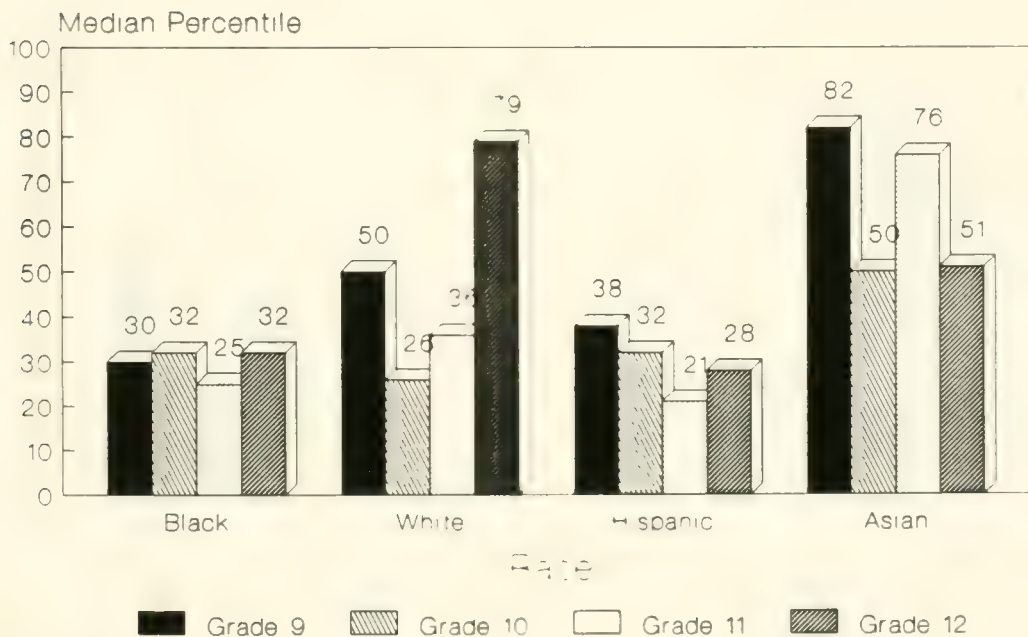
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May 1990 MAT Reading Scores Brighton



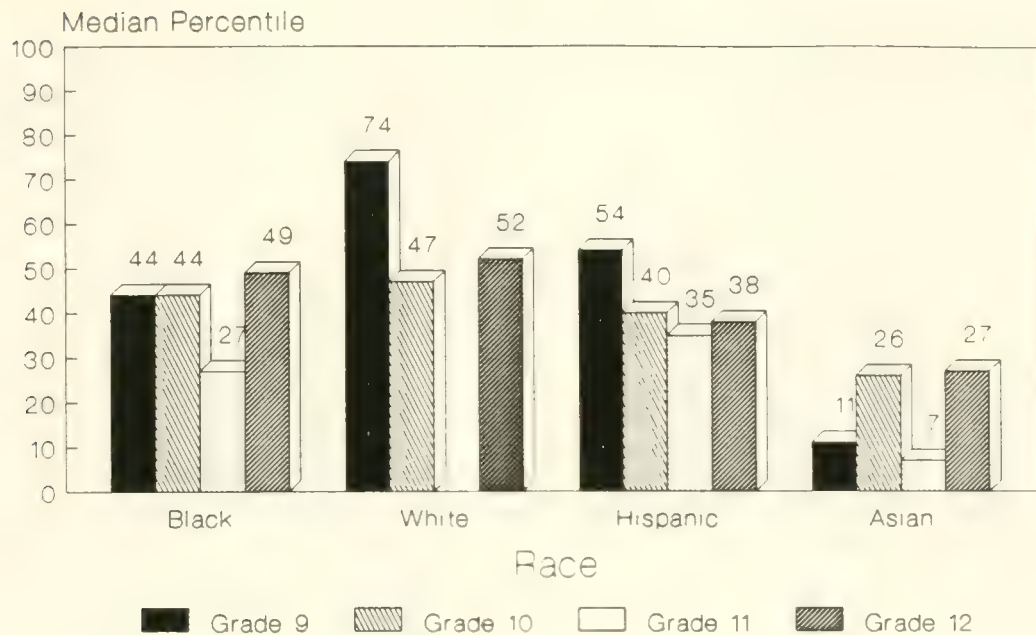
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May 1990 MAT Math Scores Brighton



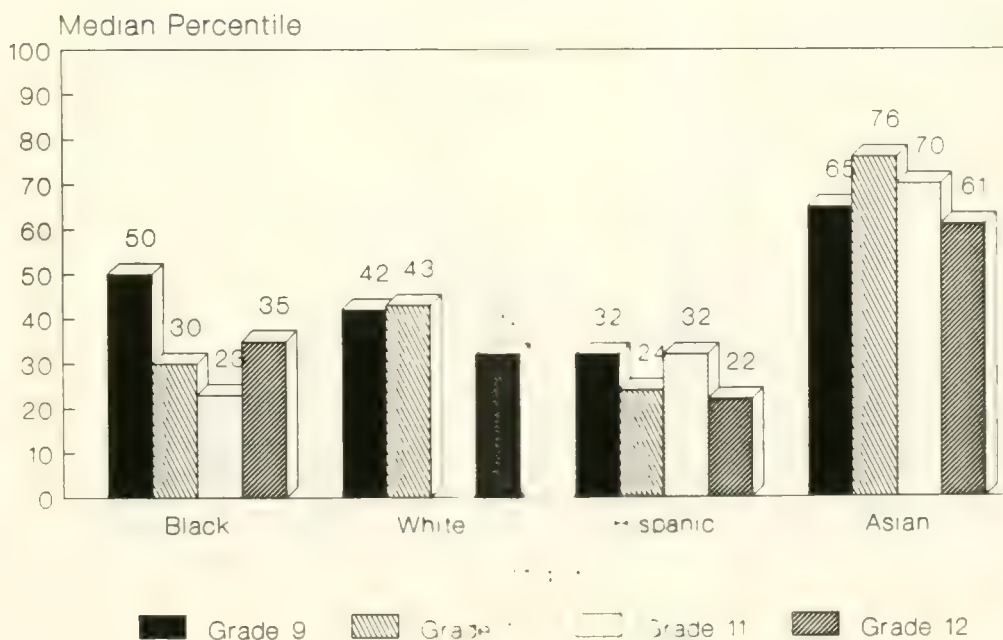
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May 1989 MAT Reading Scores Brighton



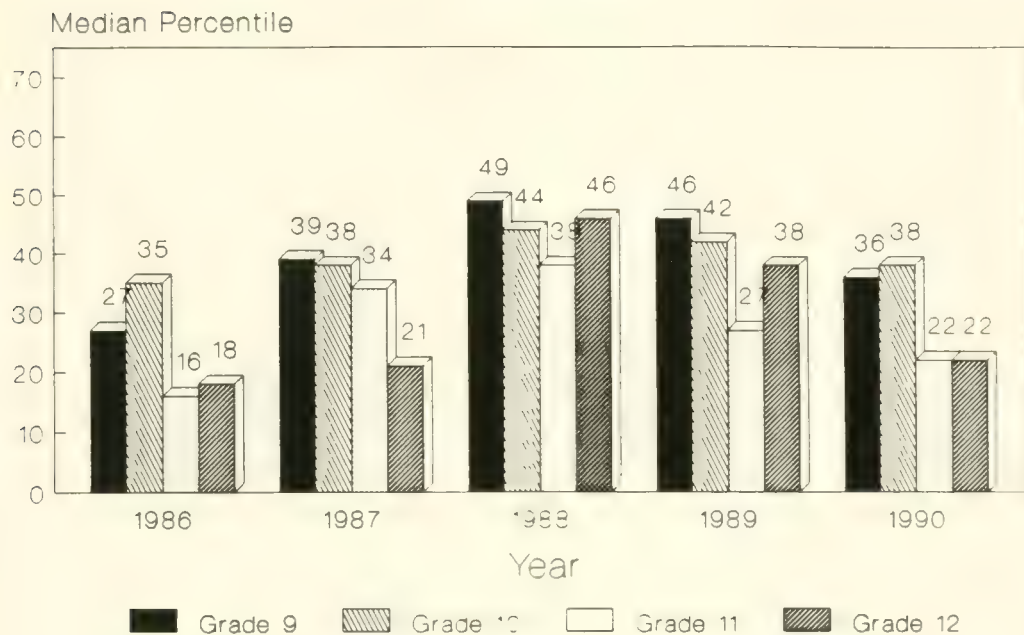
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May 1989 MAT Math Scores Brighton



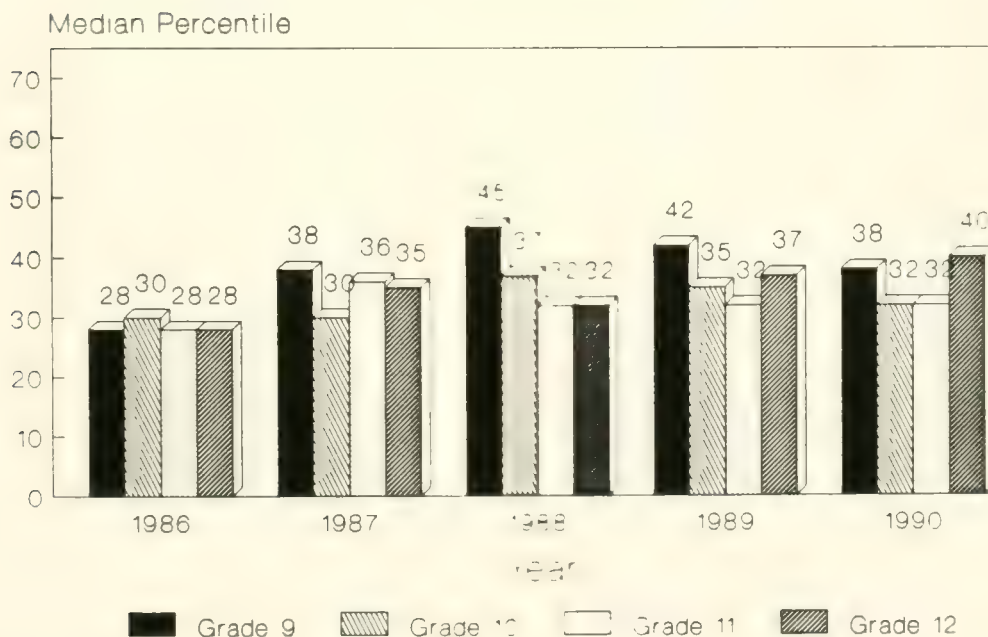
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1986-90 MAT Reading Scores Brighton



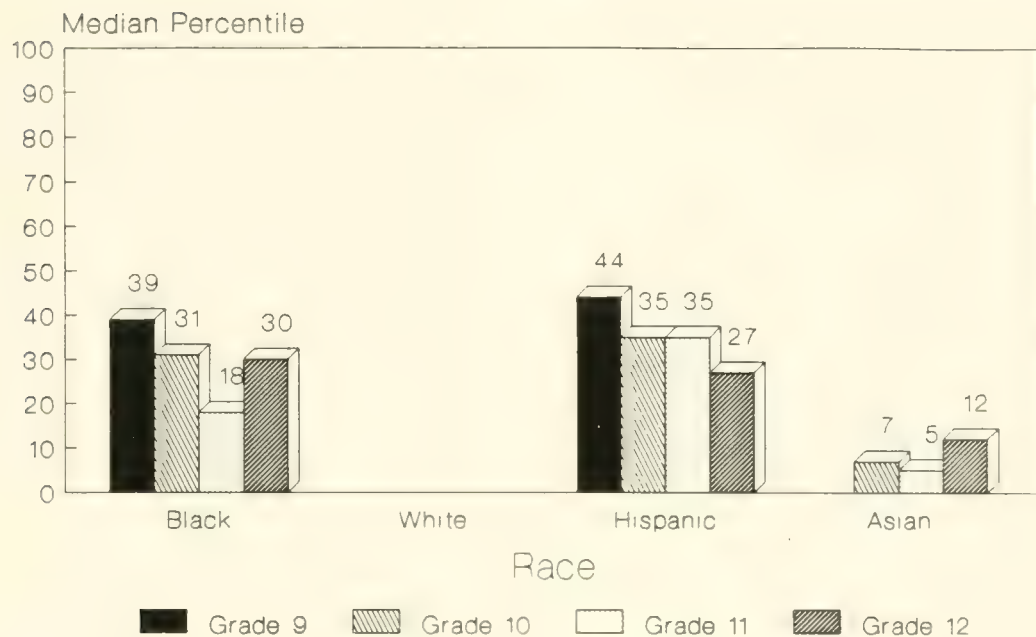
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1986-90 MAT Math Scores Brighton



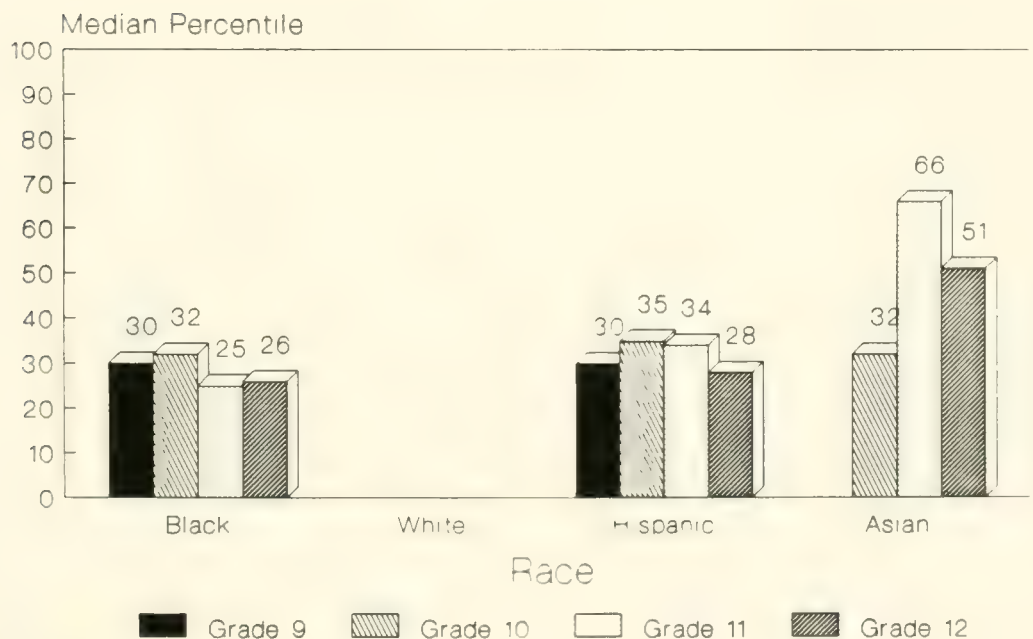
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May 1990 MAT Reading Scores Burke



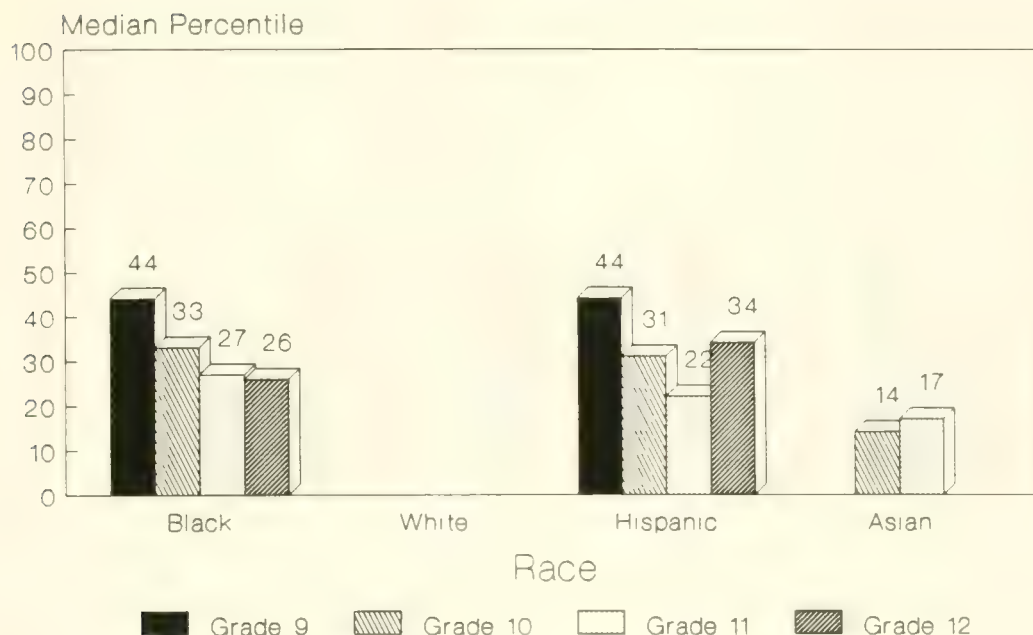
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May 1990 MAT Math Scores Burke



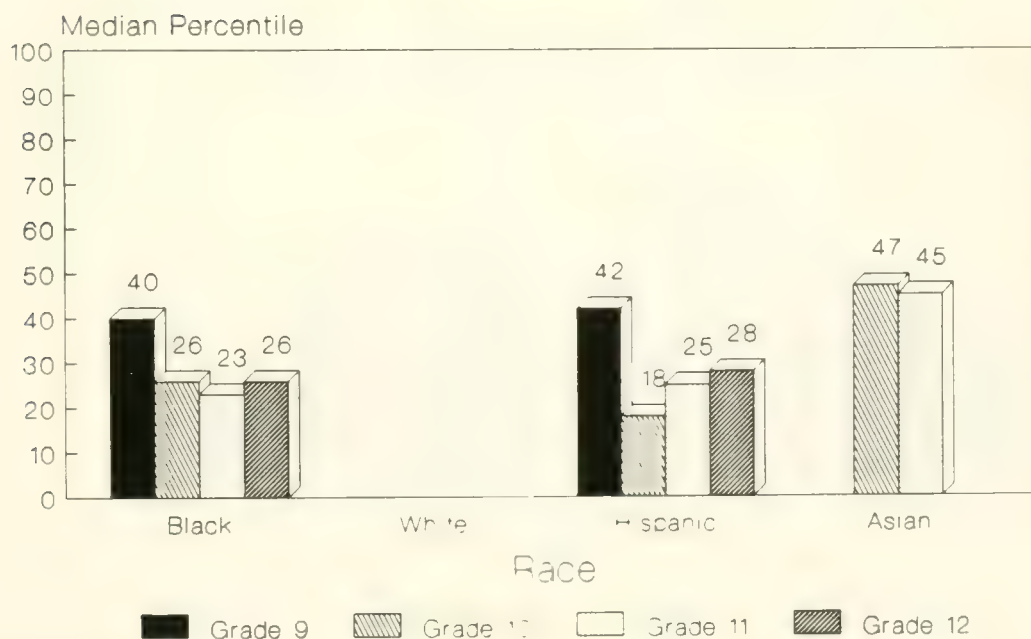
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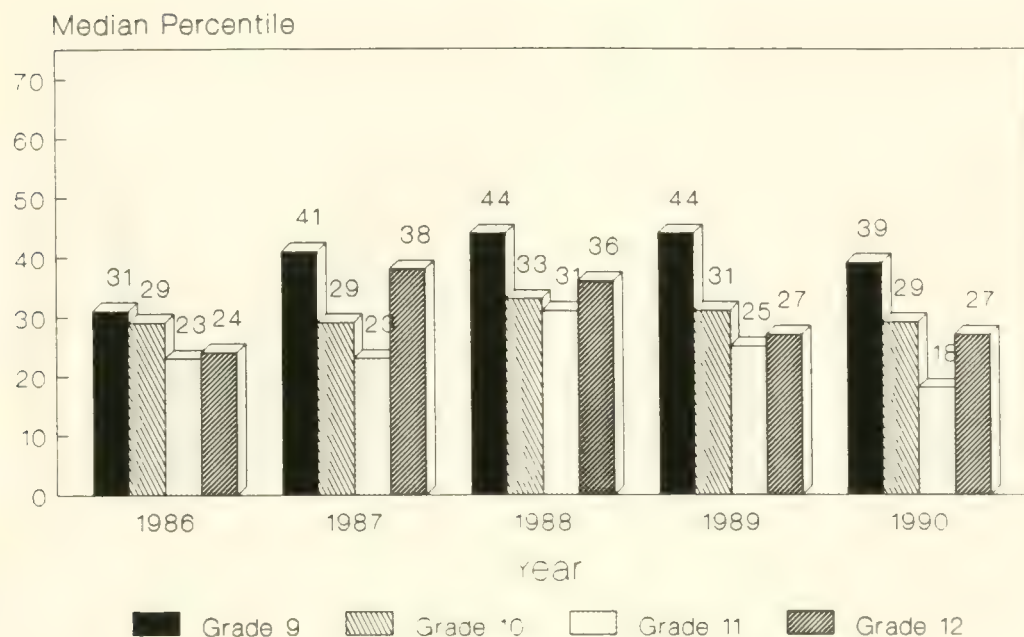
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May 1989 MAT Math Scores Burke



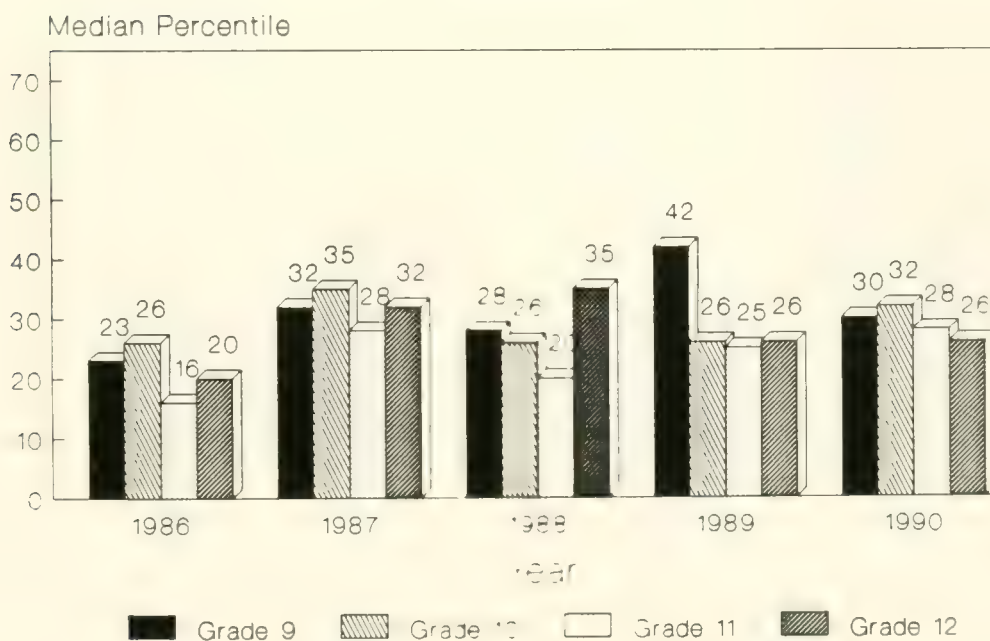
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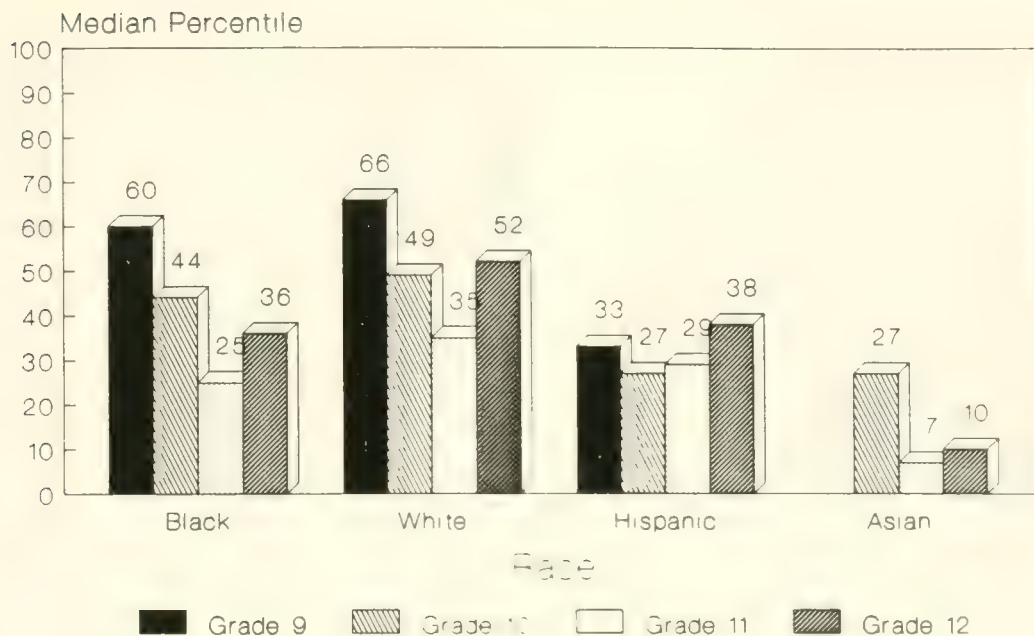
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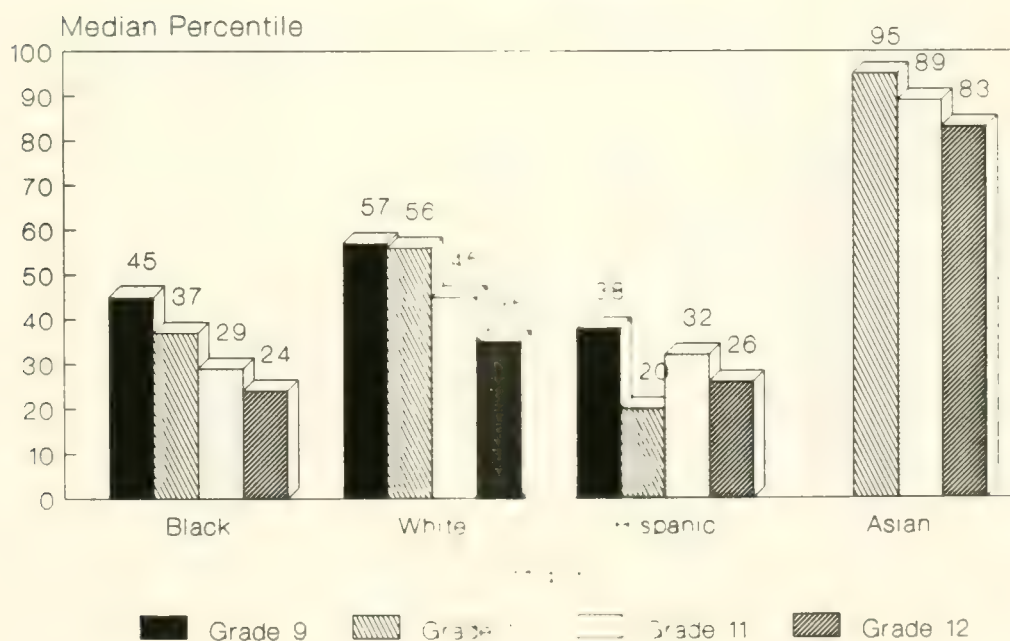


May 1990 MAT Reading Scores Charlestown



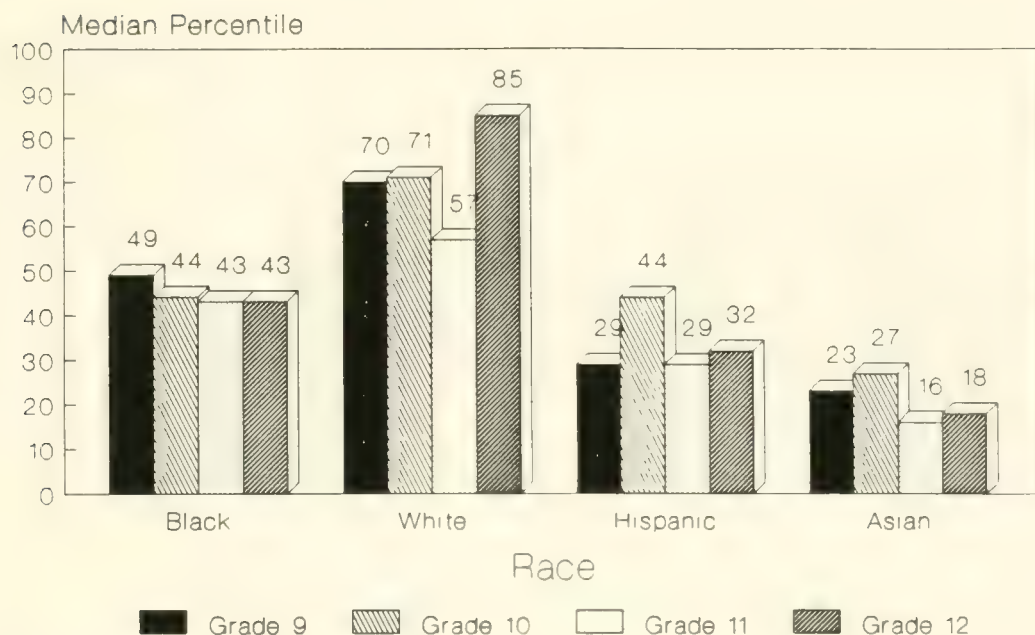
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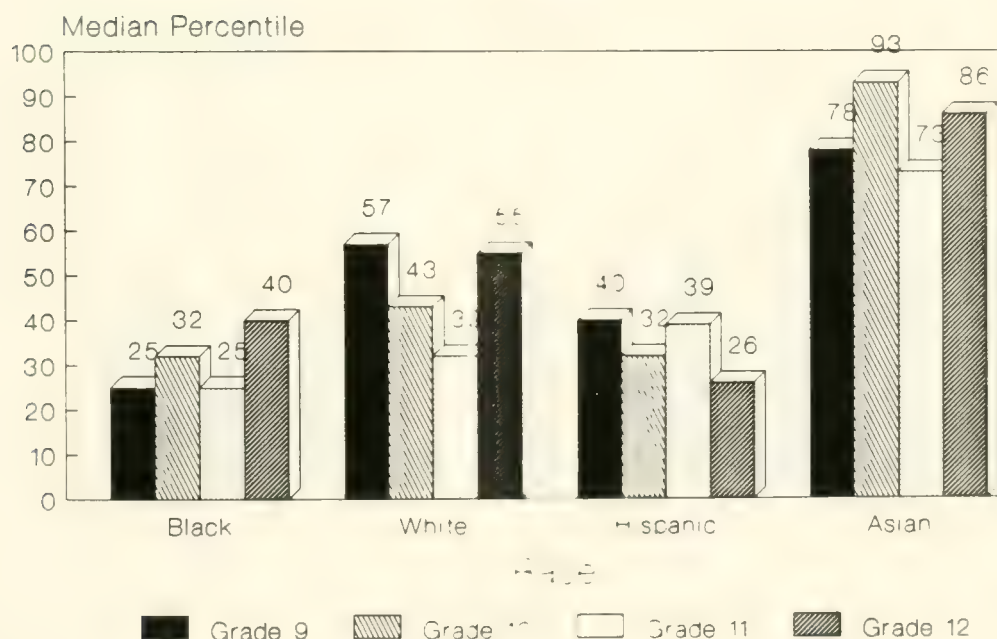
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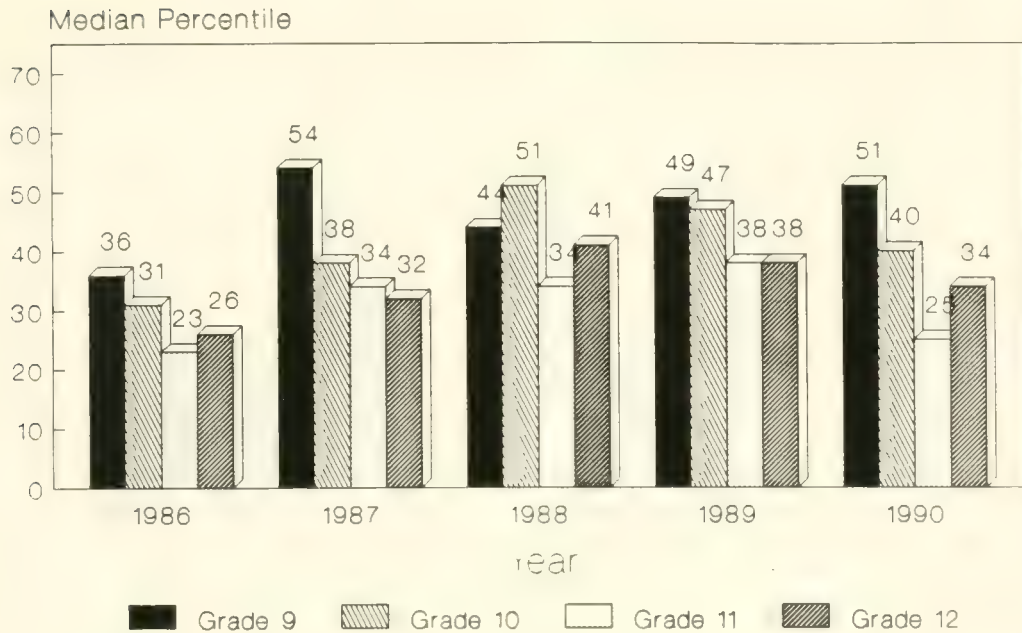
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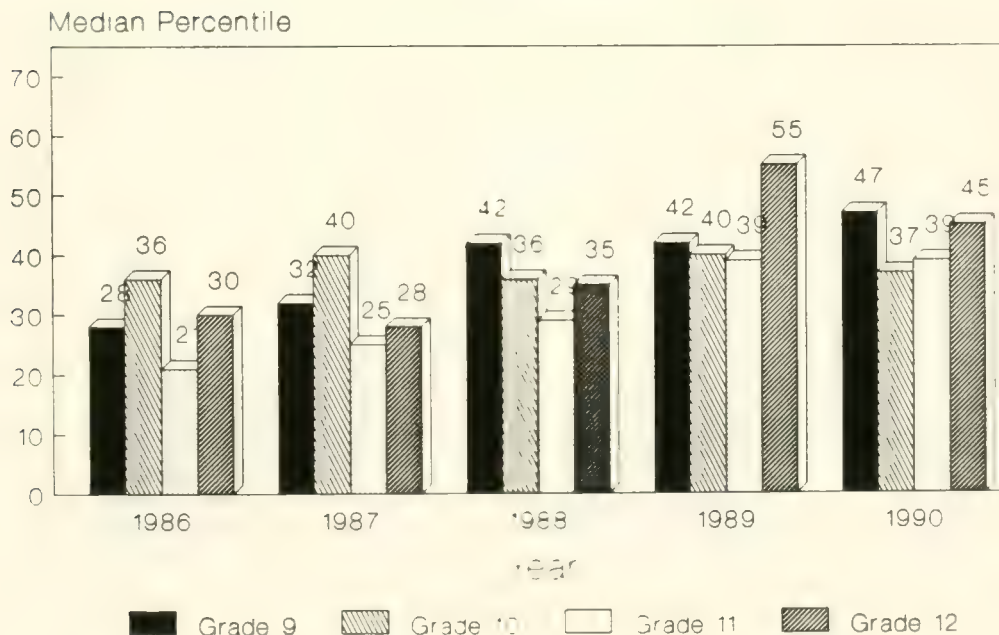
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1986-90 MAT Reading Scores Charlestown



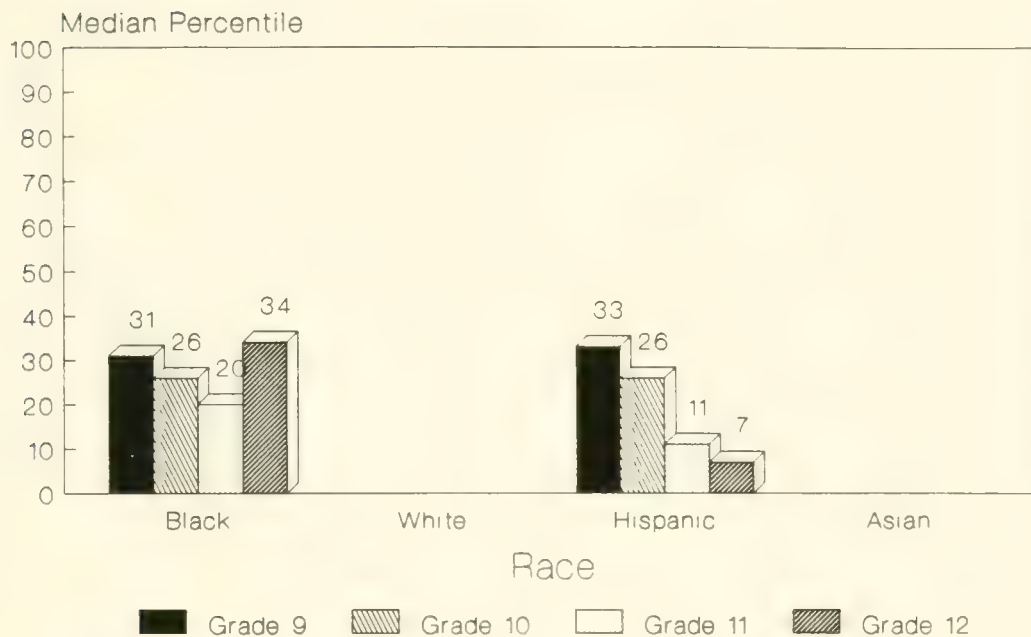
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1986-90 MAT Math Scores Charlestown



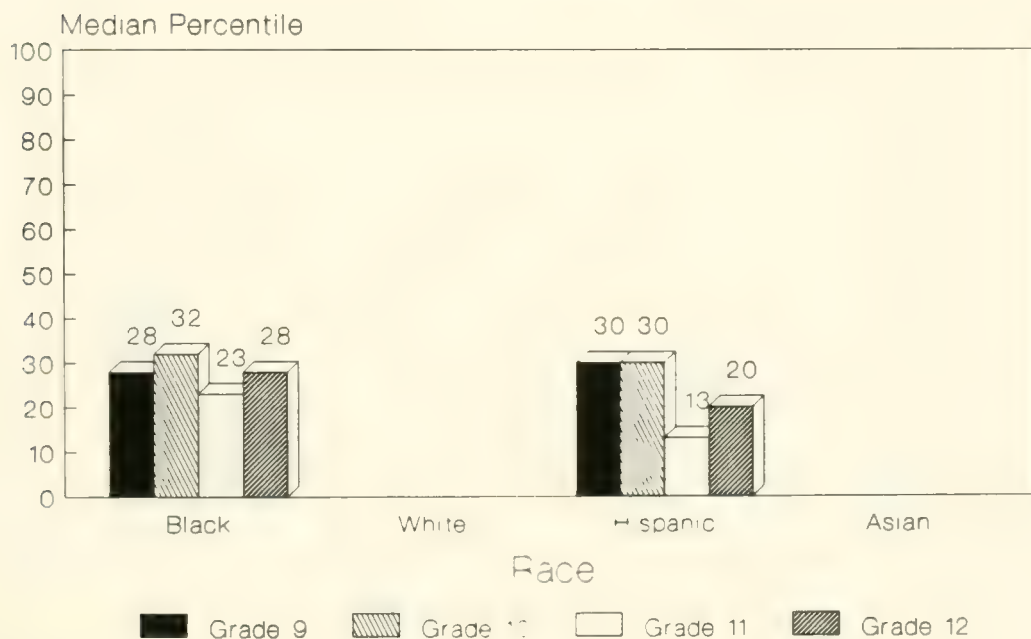
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May 1990 MAT Reading Scores Dorchester



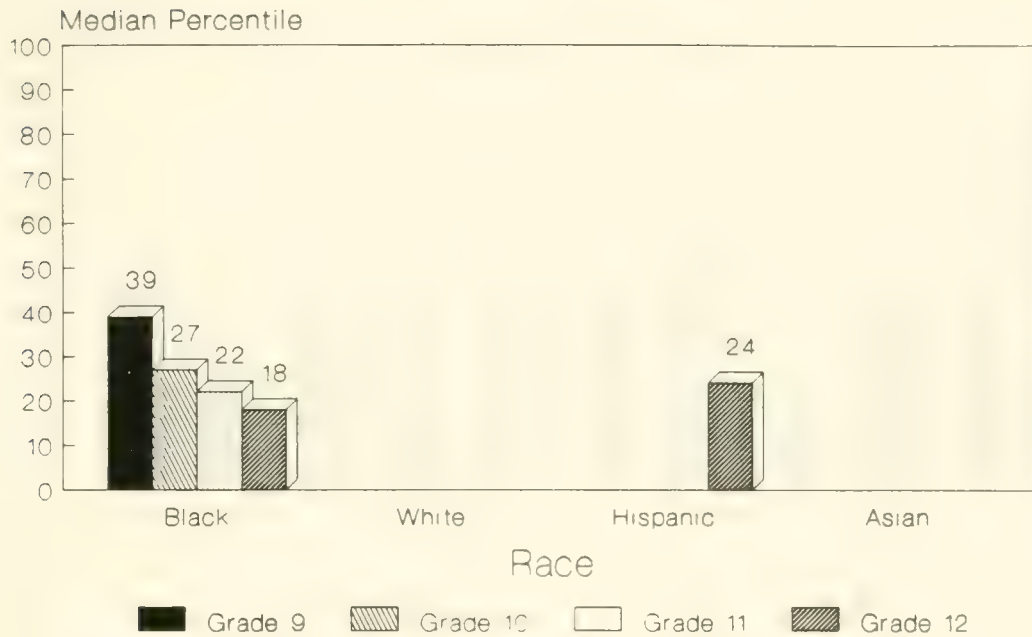
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May 1990 MAT Math Scores Dorchester



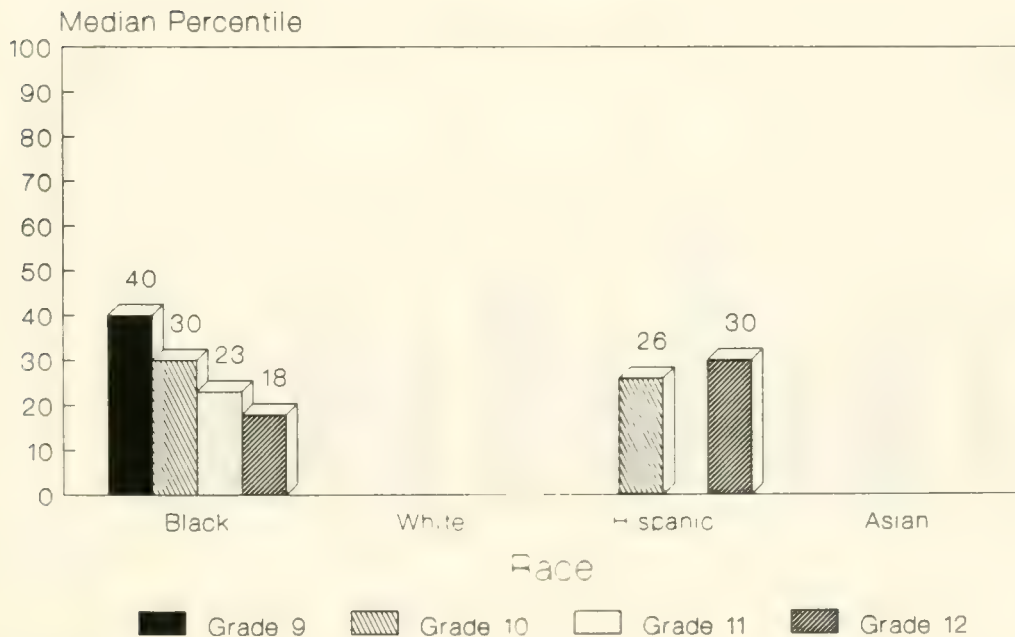
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May 1989 MAT Reading Scores Dorchester



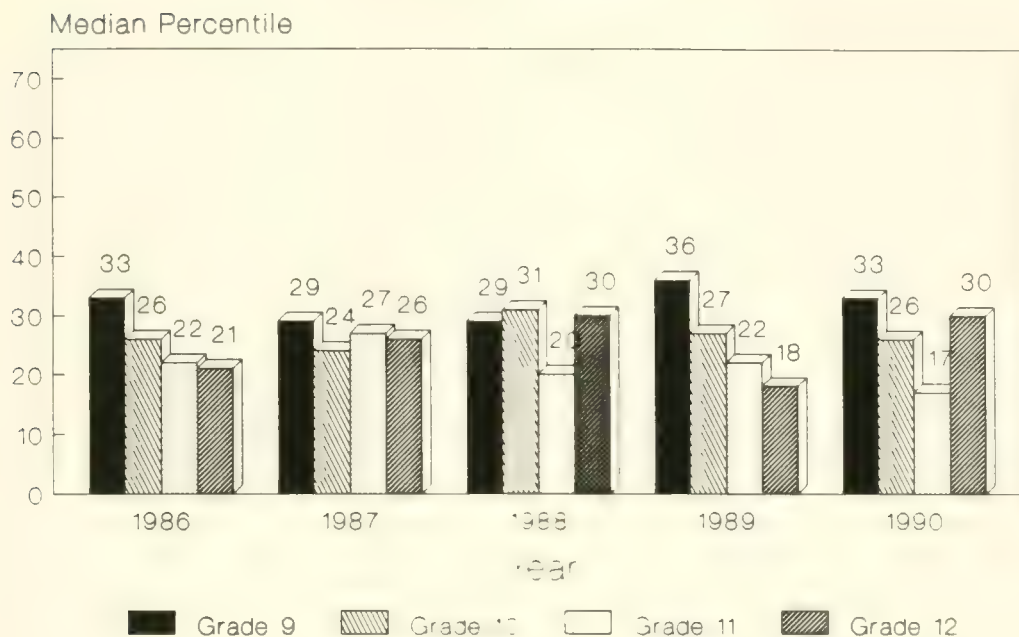
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May 1989 MAT Math Scores Dorchester



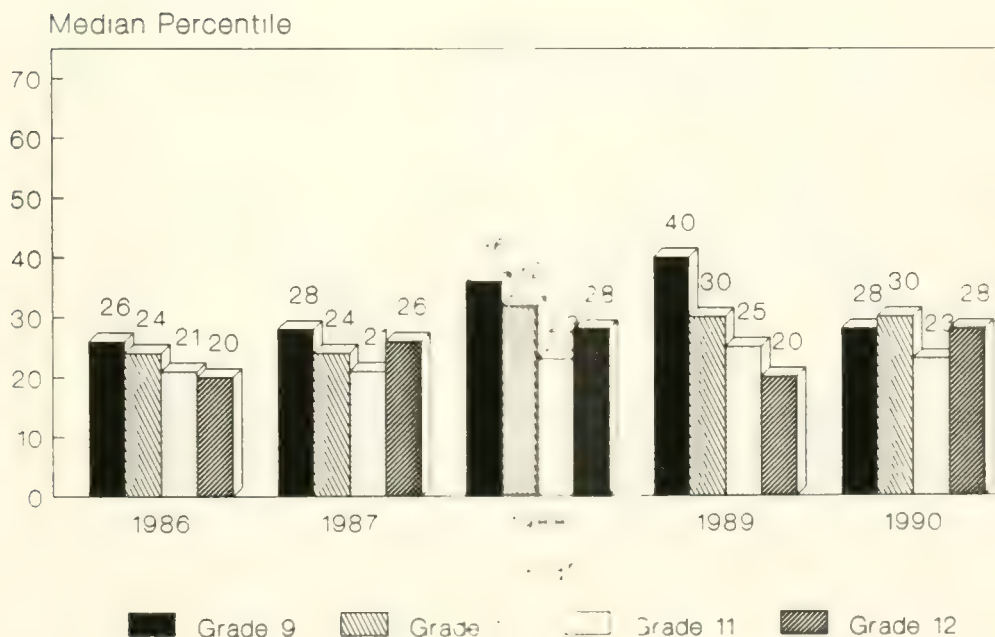
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1986-90 MAT Reading Scores Dorchester



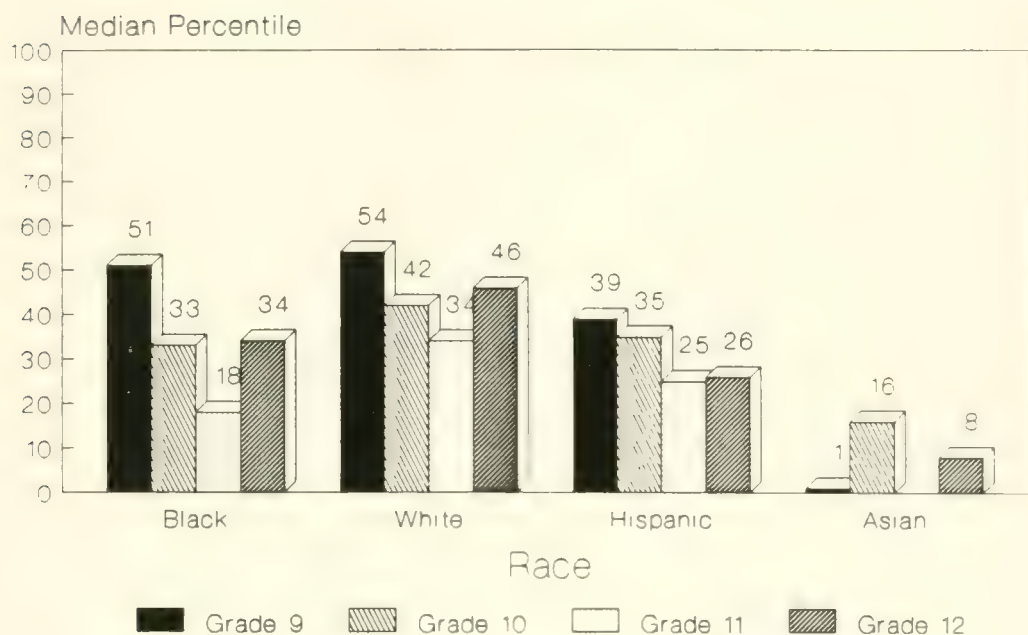
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1986-90 MAT Math Scores Dorchester



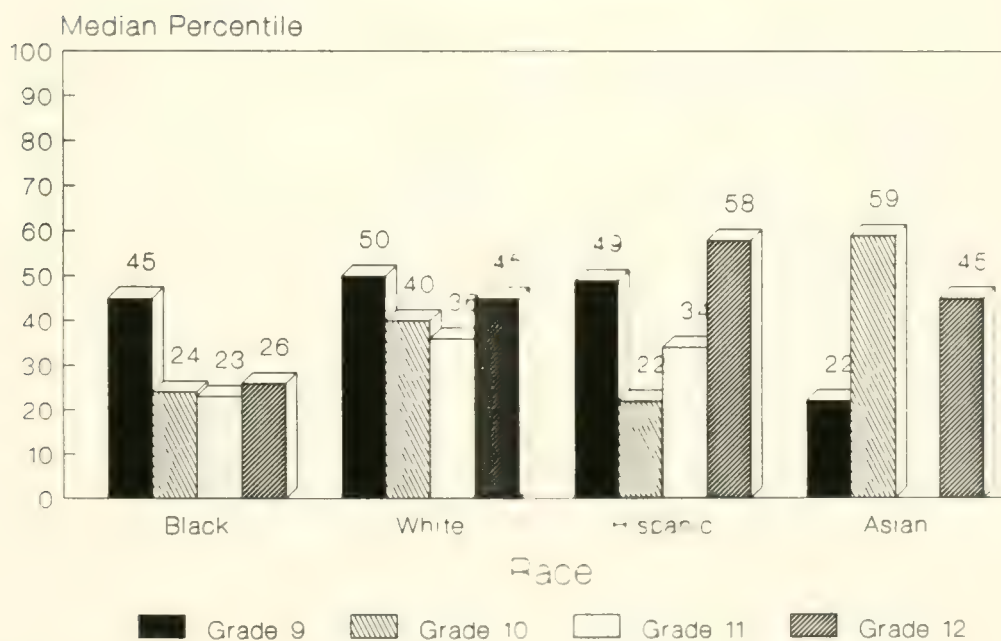
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May 1990 MAT Reading Scores East Boston



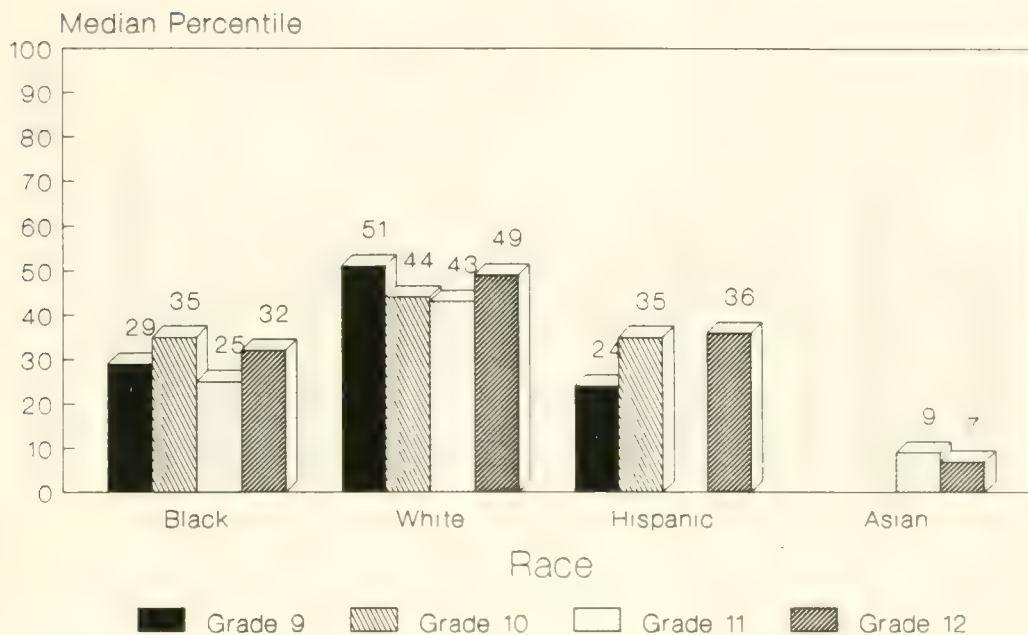
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May 1990 MAT Math Scores East Boston



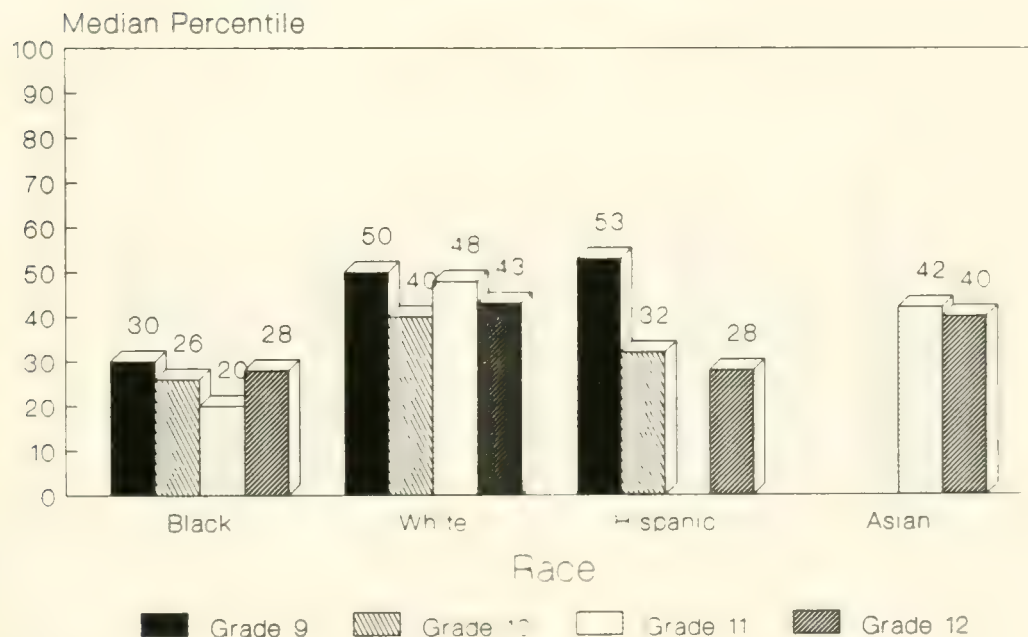
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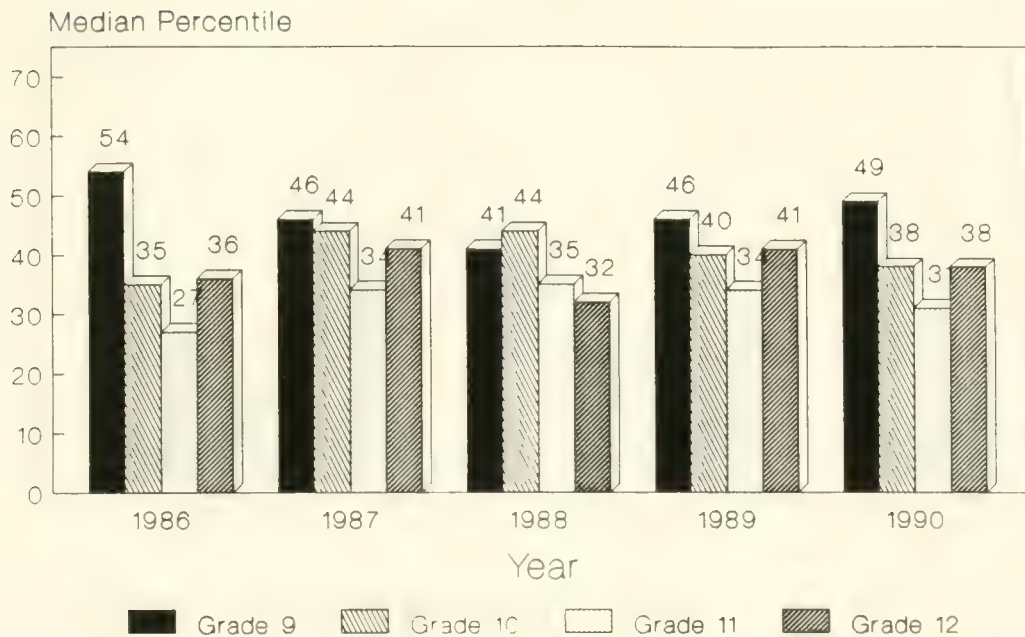
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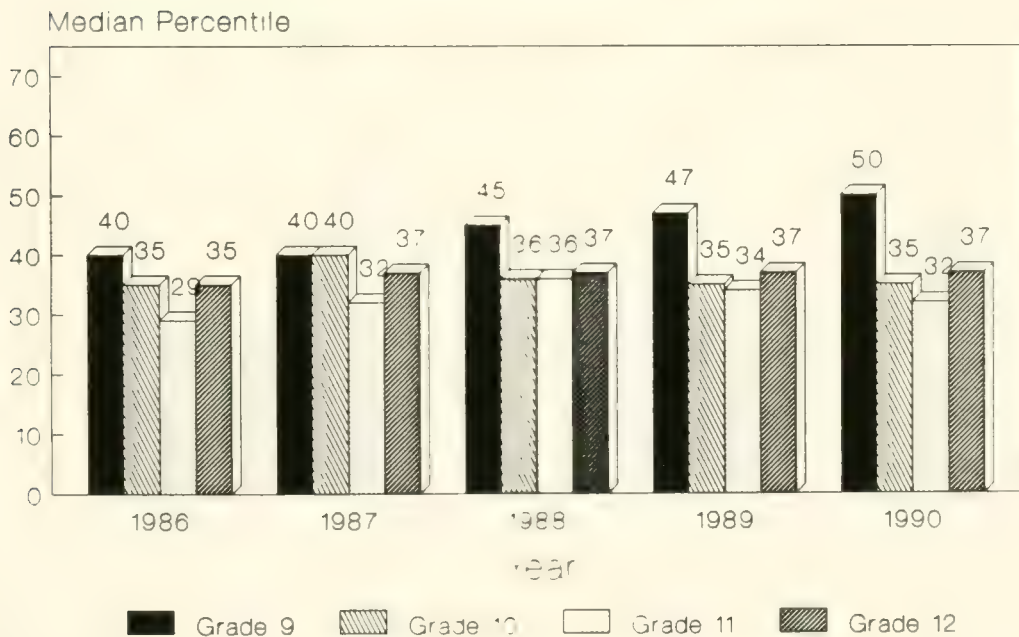
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1986-90 MAT Reading Scores East Boston



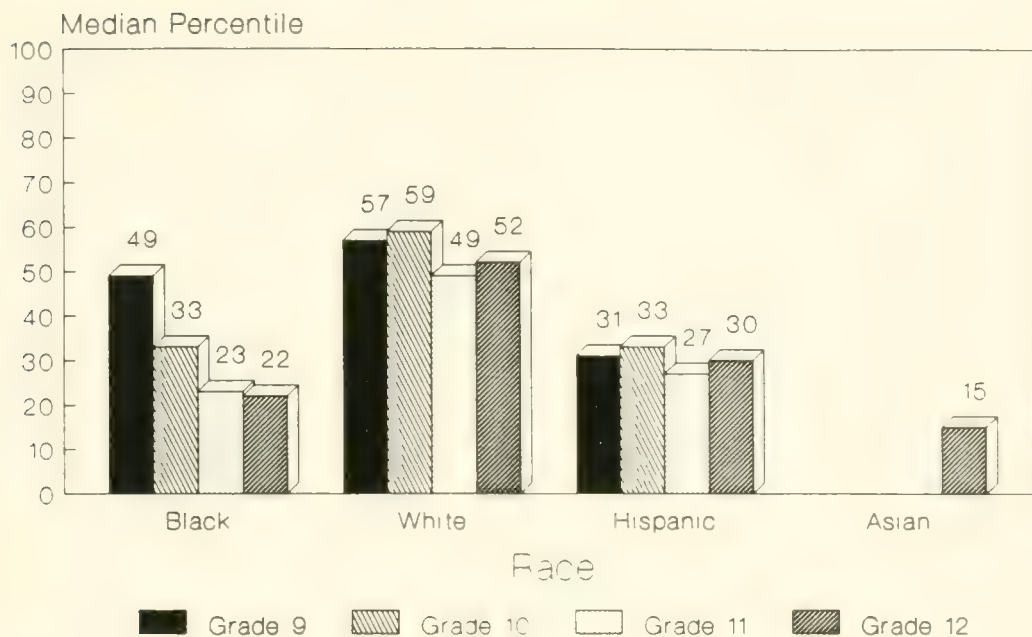
mfung 06/30/90
ebos89_5.cha

1986-90 MAT Math Scores East Boston



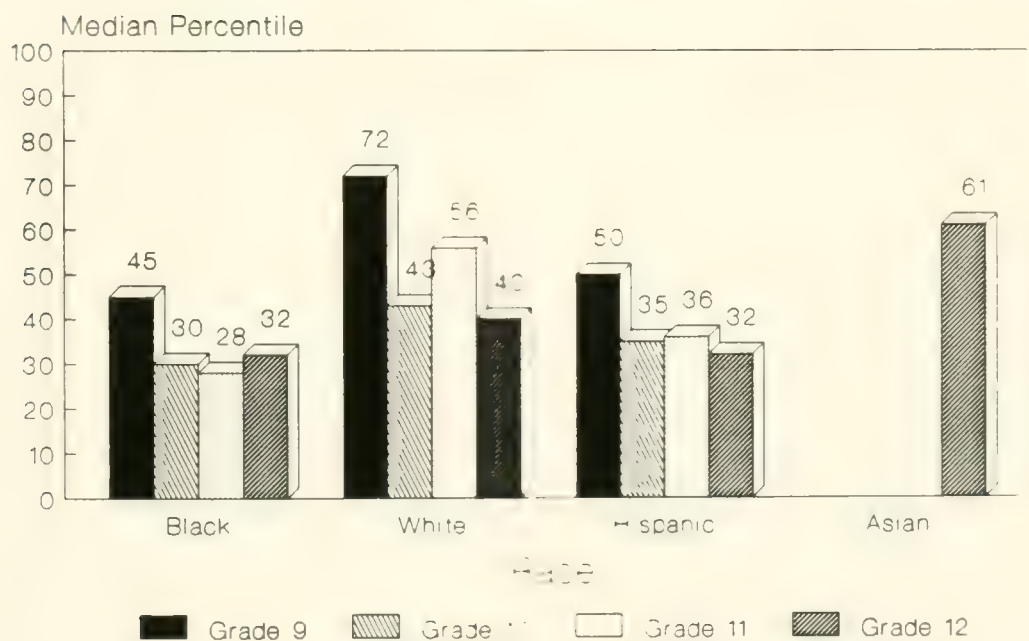
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May 1990 MAT Reading Scores English



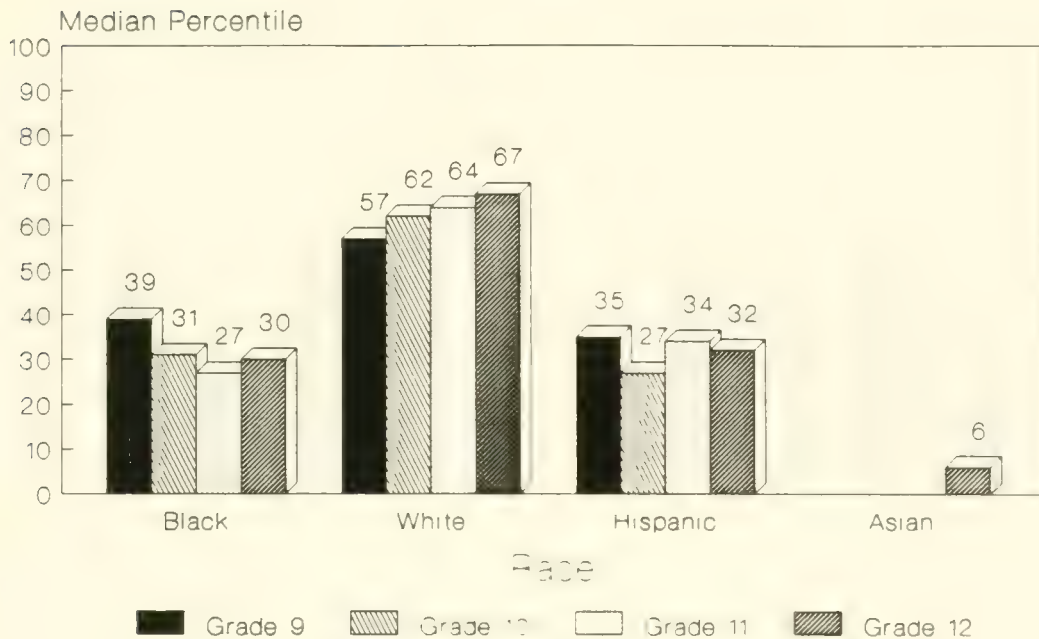
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May 1990 MAT Math Scores English



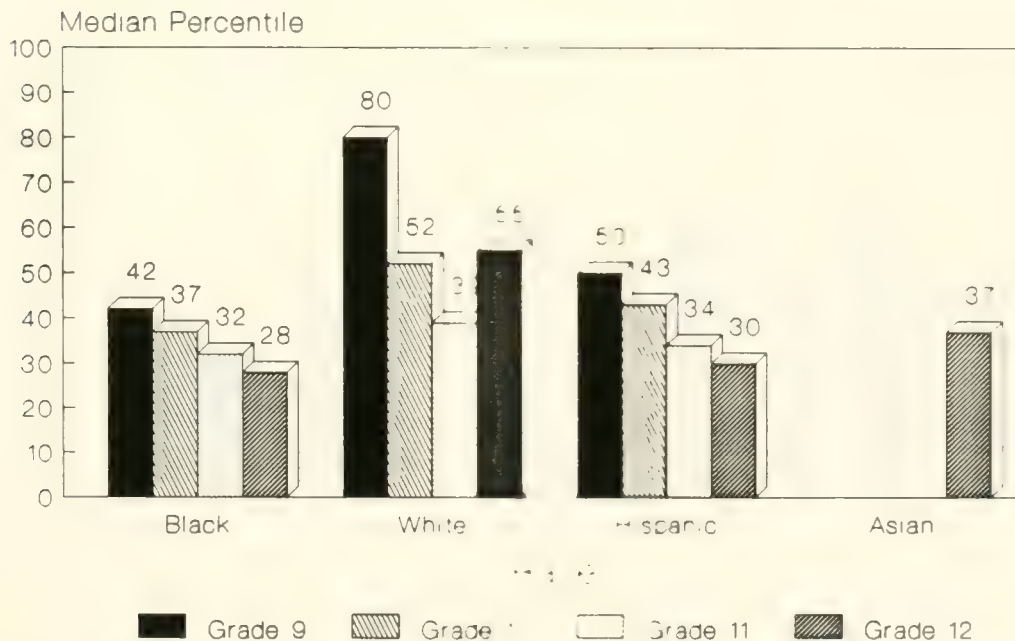
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eng90_8.cha

May 1989 MAT Reading Scores English



mfung 06/18/90
eng89_7.cha

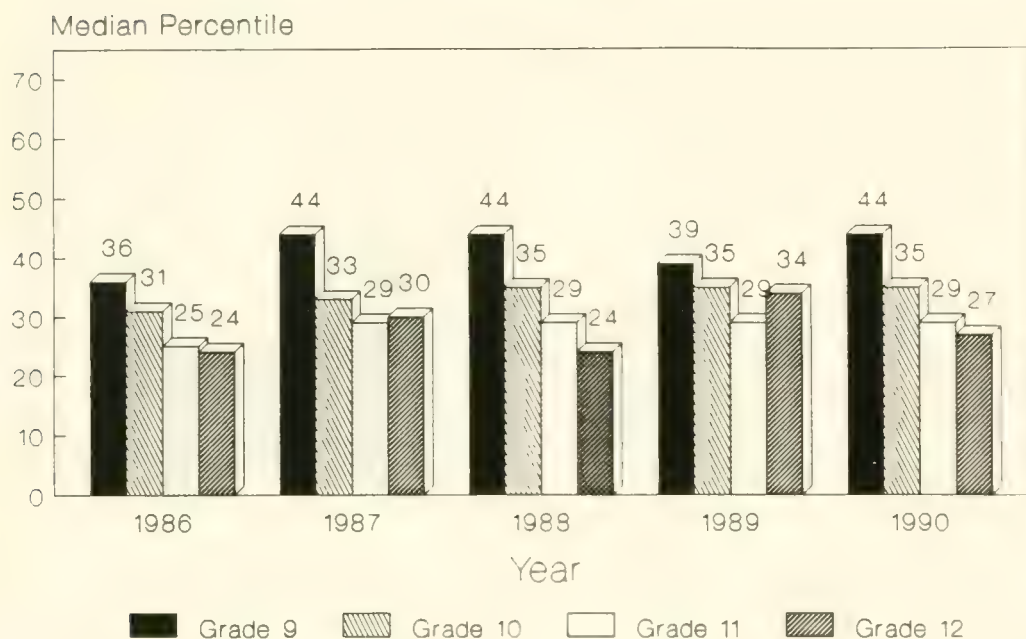
May 1989 MAT Math Scores English



mfung 06/23/90
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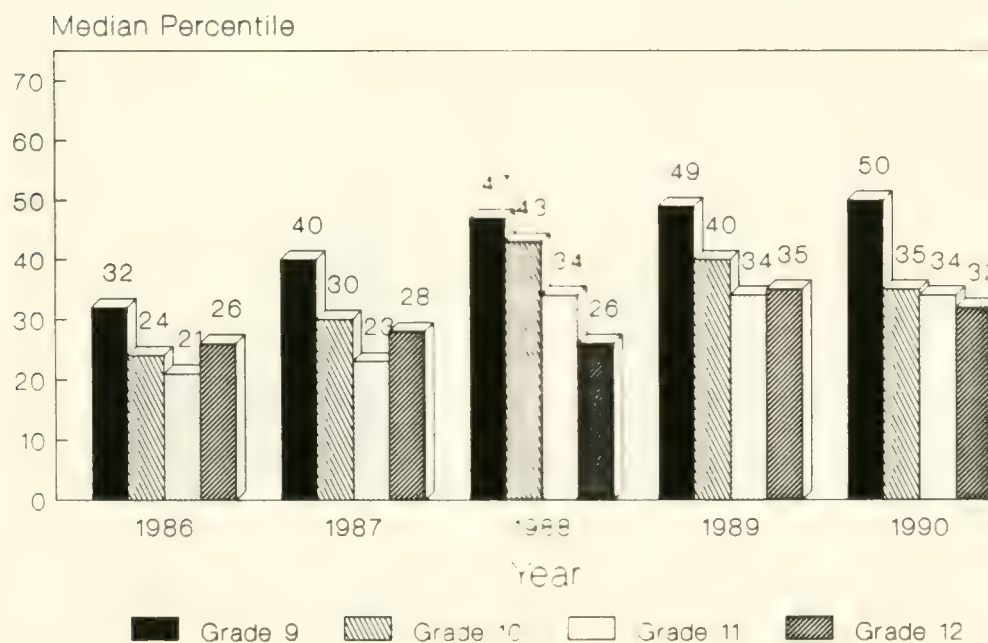


1986-90 MAT Reading Scores English



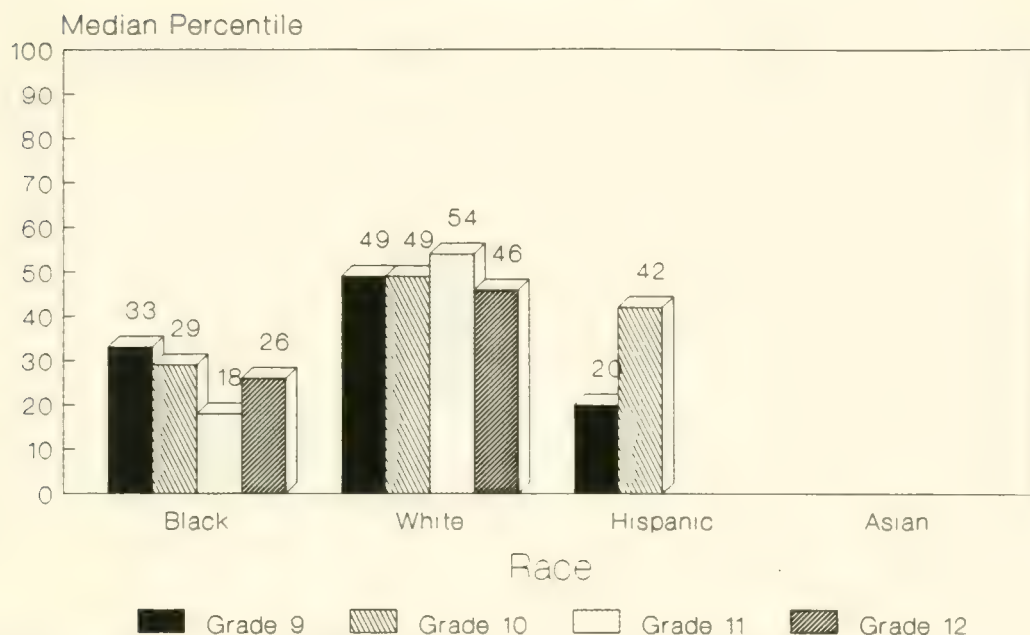
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eng89_5.cha

1986-90 MAT Math Scores English



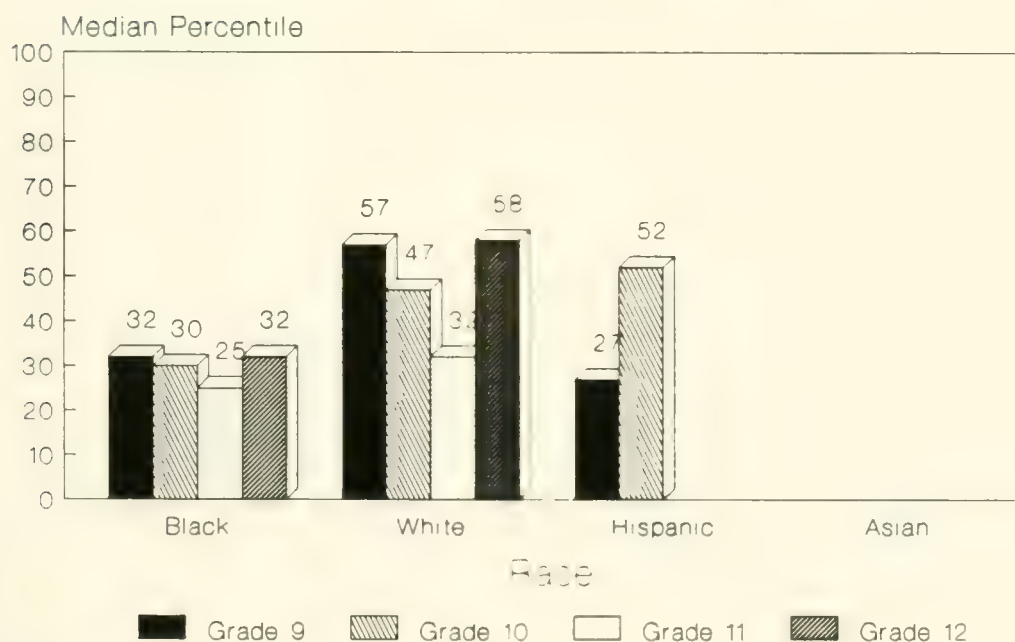
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eng89_6.cha

May 1990 MAT Reading Scores Hyde Park



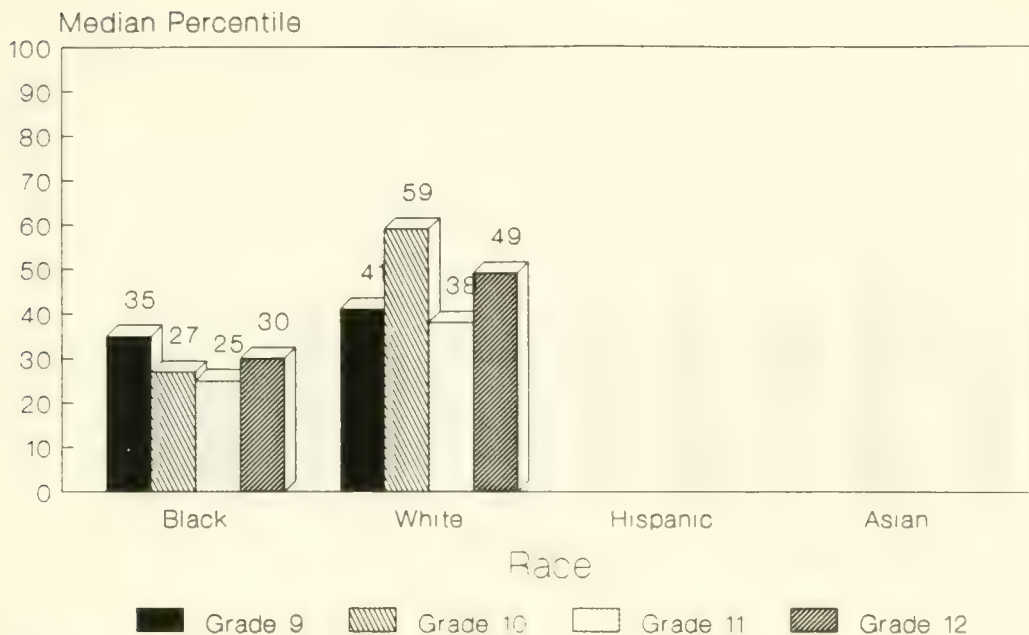
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hp90_7.cha

May 1990 MAT Math Scores Hyde Park



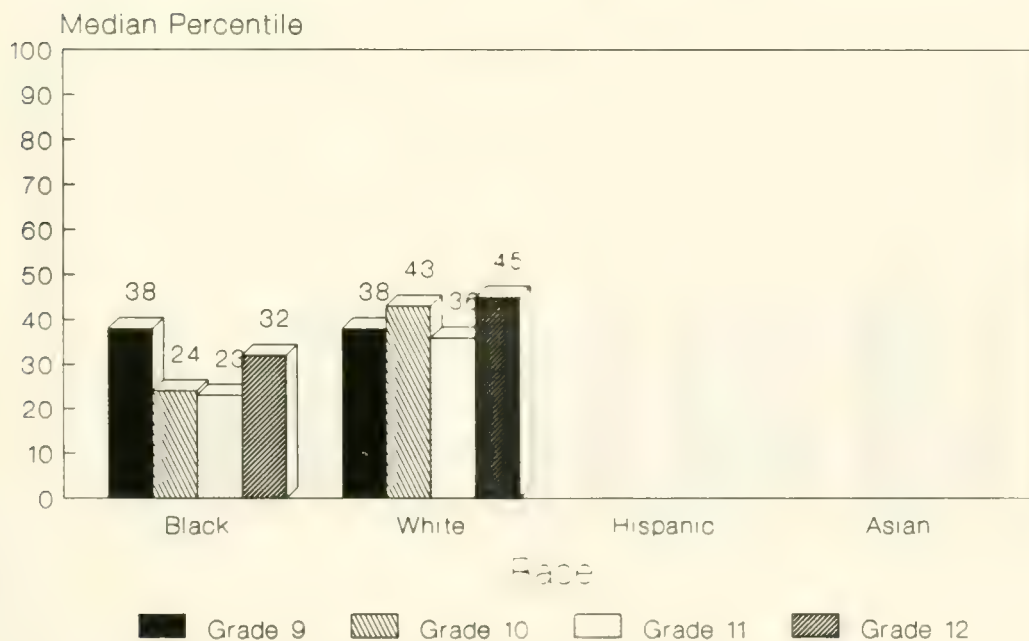
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May 1989 MAT Reading Scores Hyde Park



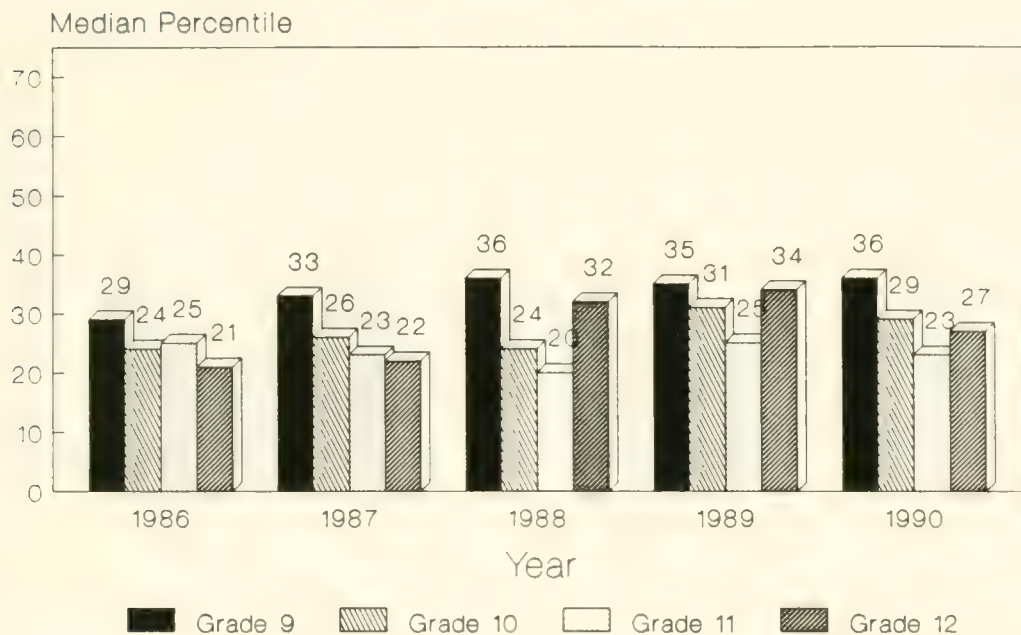
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May 1989 MAT Math Scores Hyde Park



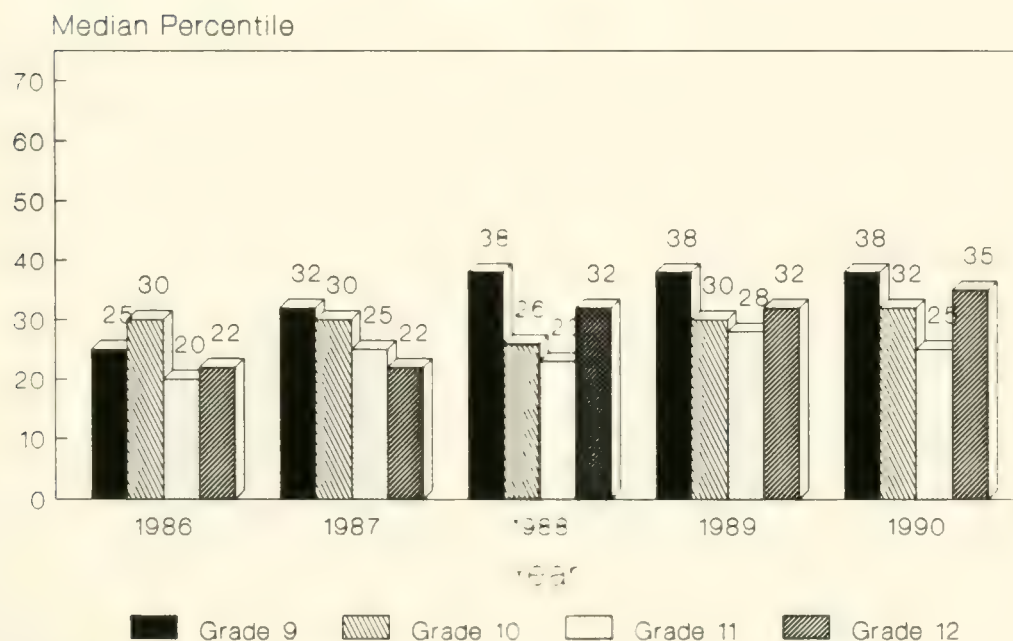
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1986-90 MAT Reading Scores Hyde Park



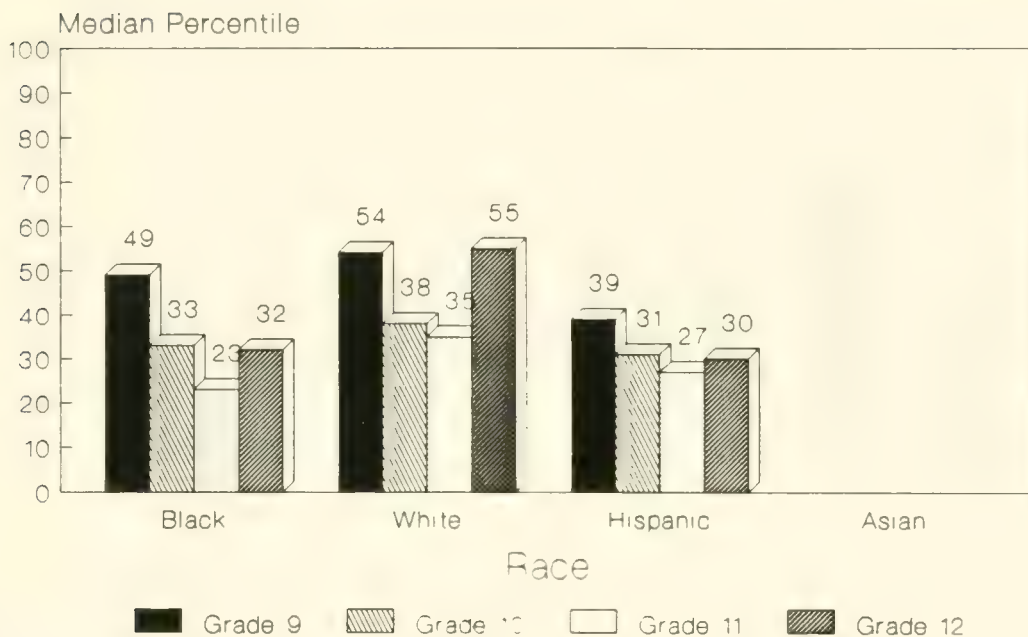
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1986-90 MAT Math Scores Hyde Park



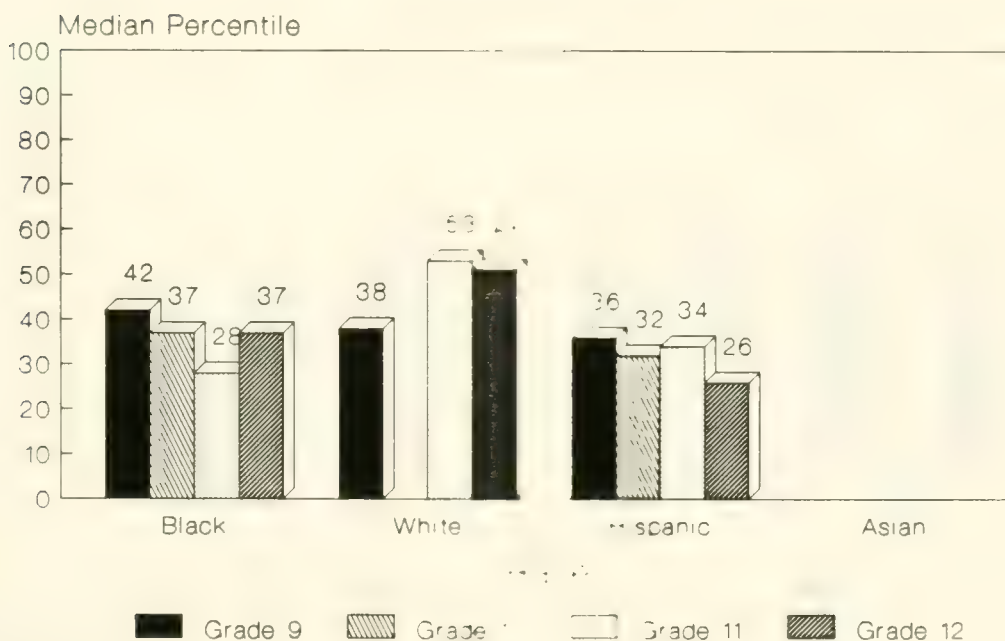
mfung 06/30/90
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May 1989 MAT Reading Scores Jamaica Plain



mfung 06/23/90
jp89_7.cha

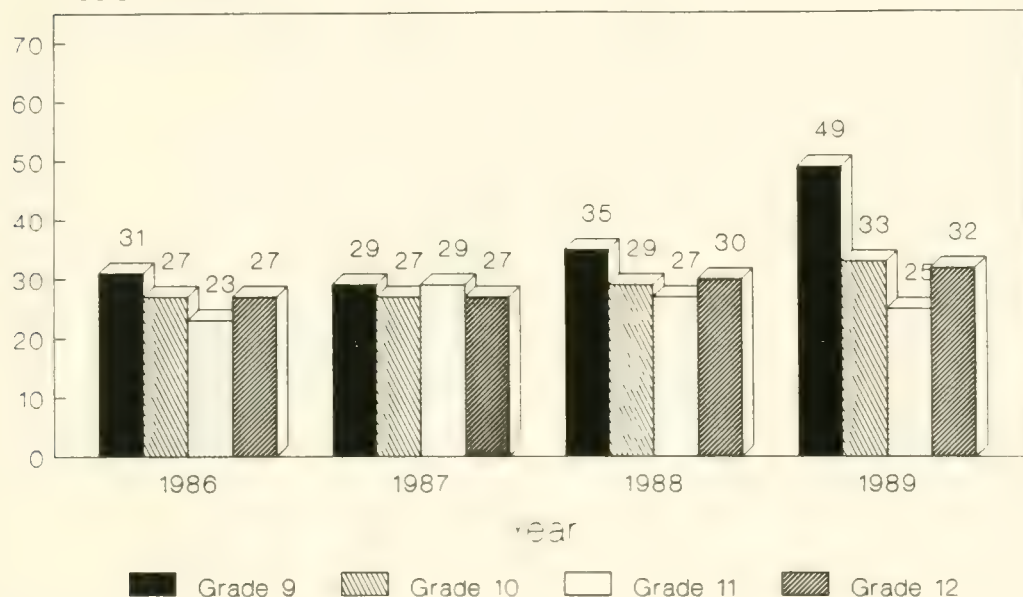
May 1989 MAT Math Scores Jamaica Plain



mfung 06/23/90
jp89_8.cha

1986-89 MAT Reading Scores Jamaica Plain

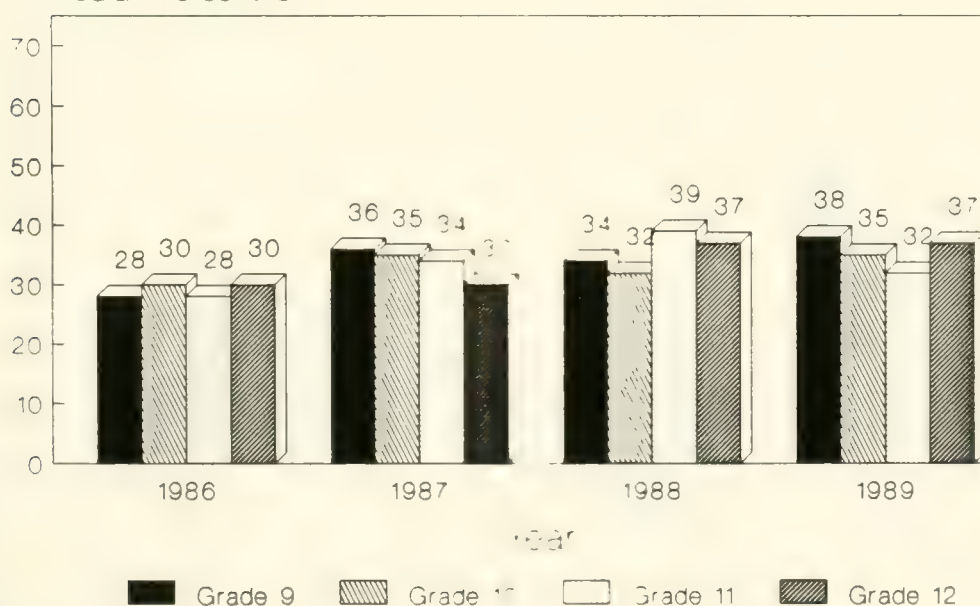
Median Percentile



mfung 06/30/89
jp89_5.cha

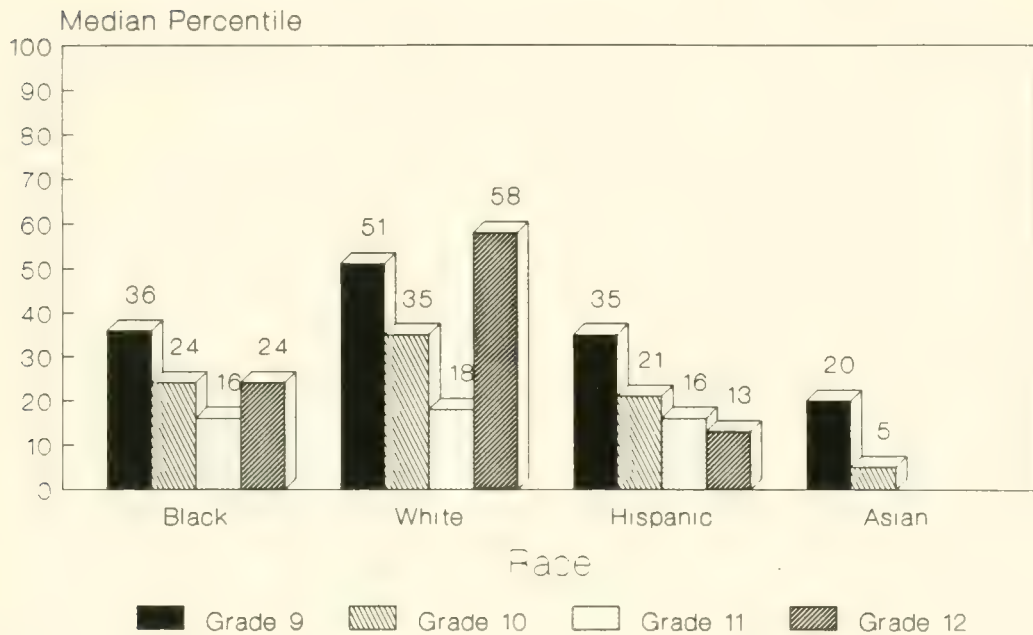
1986-89 MAT Math Scores Jamaica Plain

Median Percentile



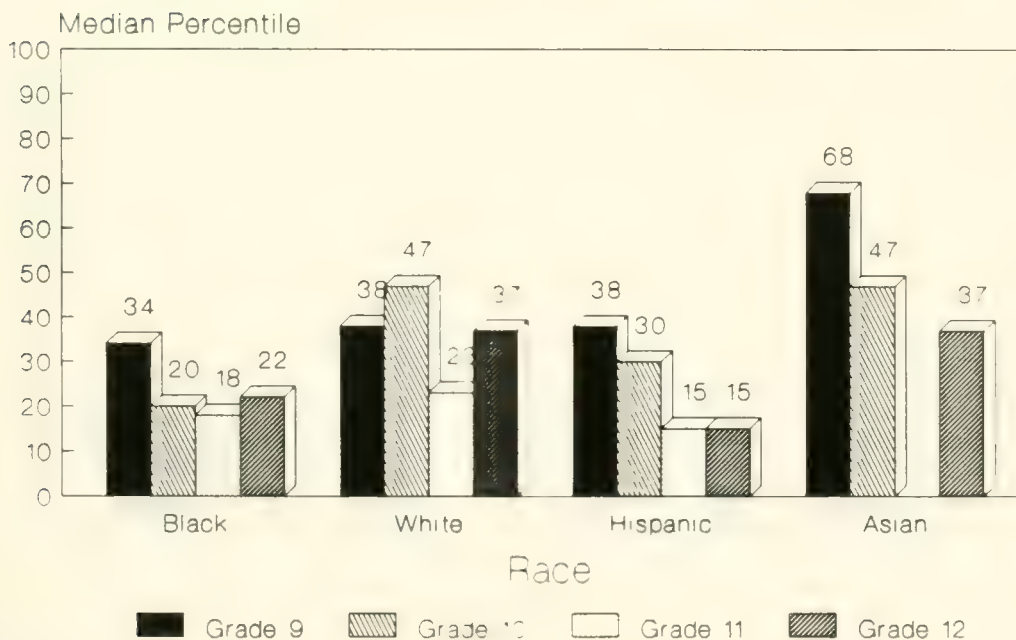
mfung 06/30/90
jp89_6.cha

May 1990 MAT Reading Scores Madison Park/Humphrey Center



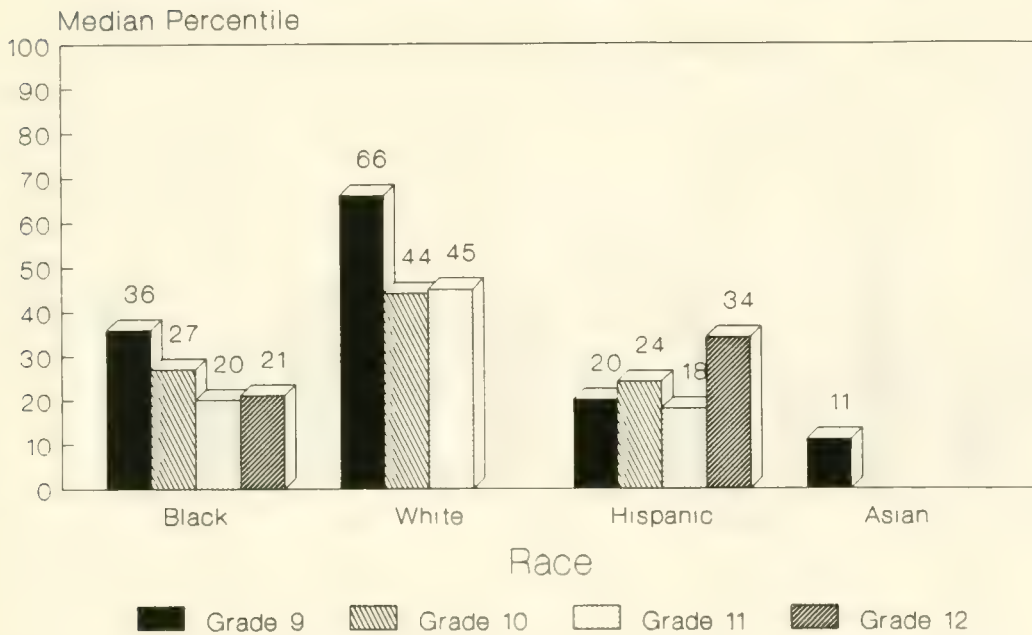
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May 1990 MAT Math Scores Madison Park/Humphrey Center



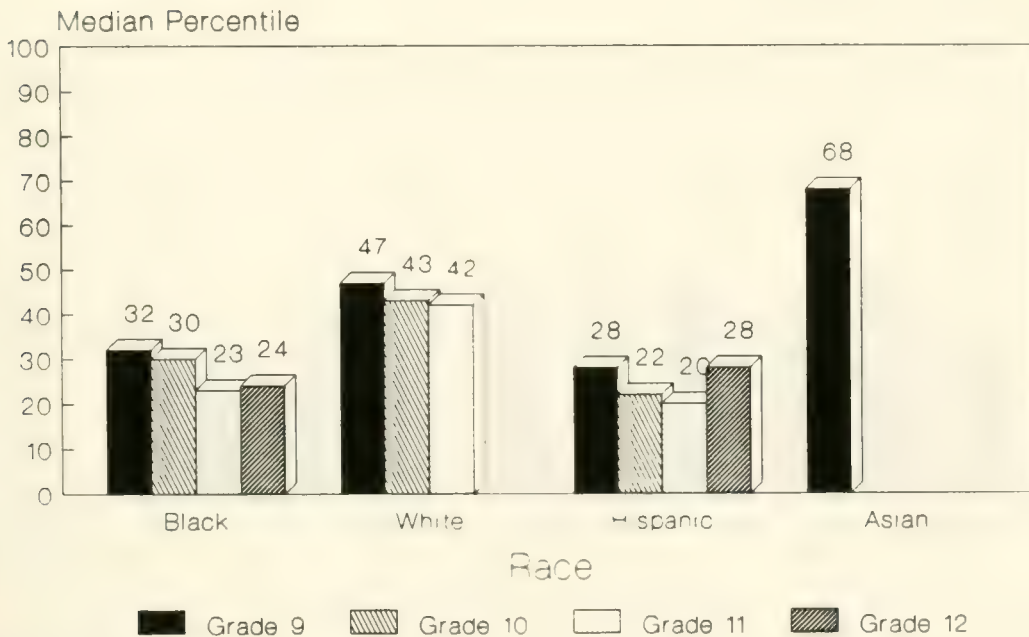
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May 1989 MAT Reading Scores Madison Park/Humphrey Center



mfung 06/18/90
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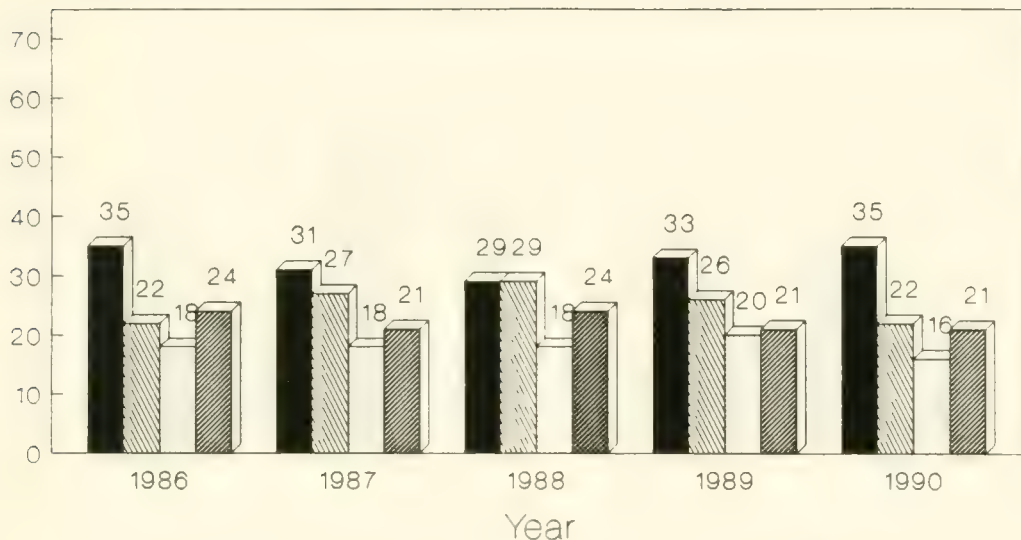
May 1989 MAT Math Scores Madison Park/Humphrey Center



mfung 06/23/90
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1986-90 MAT Reading Scores Madison Park/Humphrey Center

Median Percentile

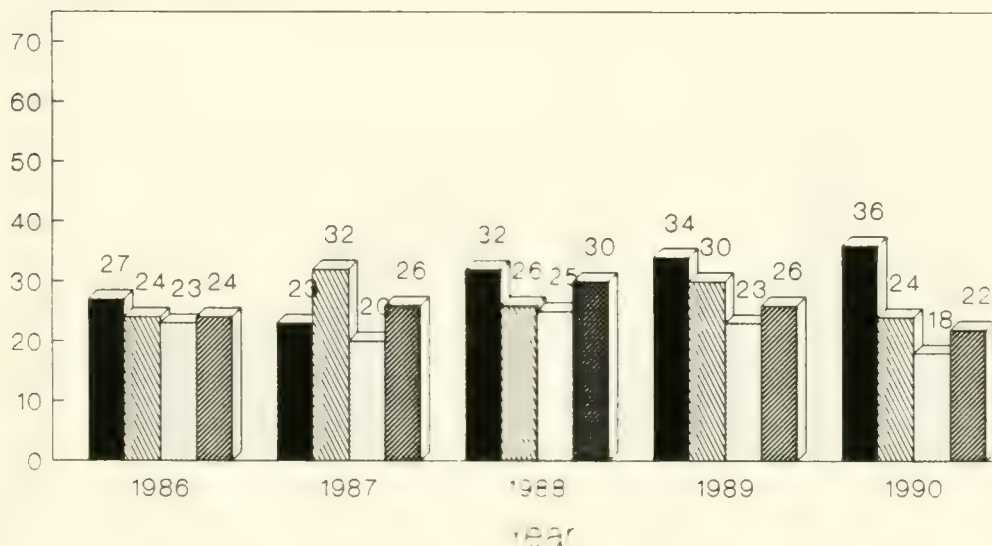


Grade 9 Grade 10 Grade 11 Grade 12

mfung 06/30/90
mad89_5.cha

1986-90 MAT Math Scores Madison Park/Humphrey Center

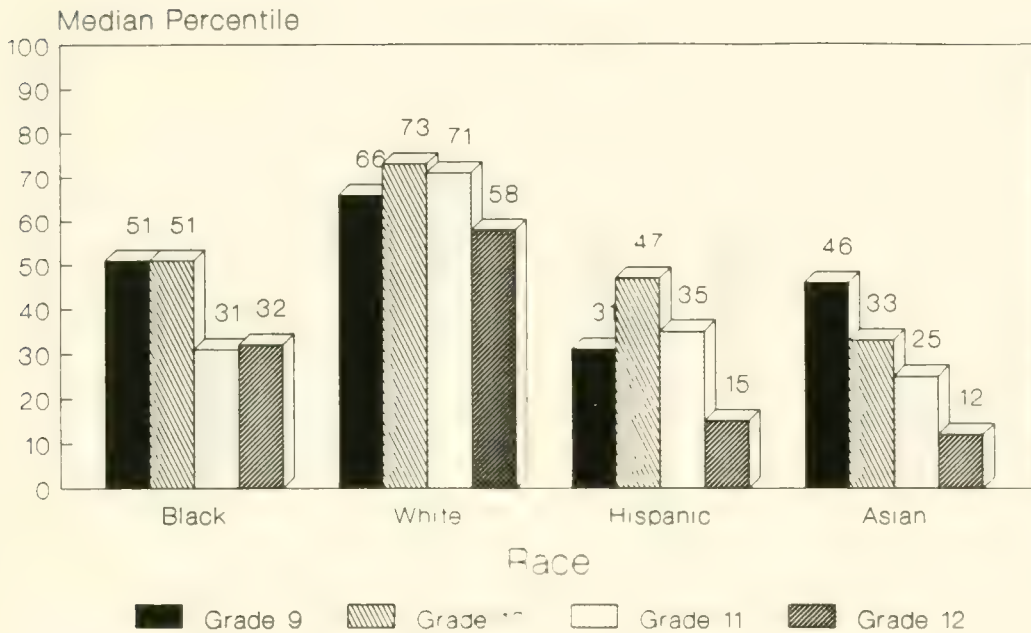
Median Percentile



Grade 9 Grade 10 Grade 11 Grade 12

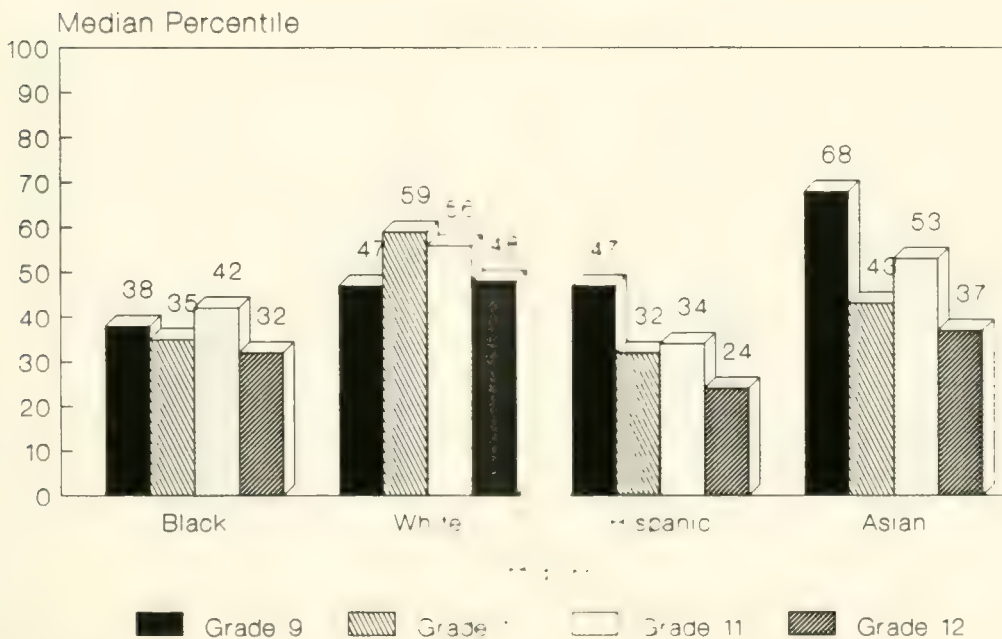
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May 1990 MAT Reading Scores Snowden



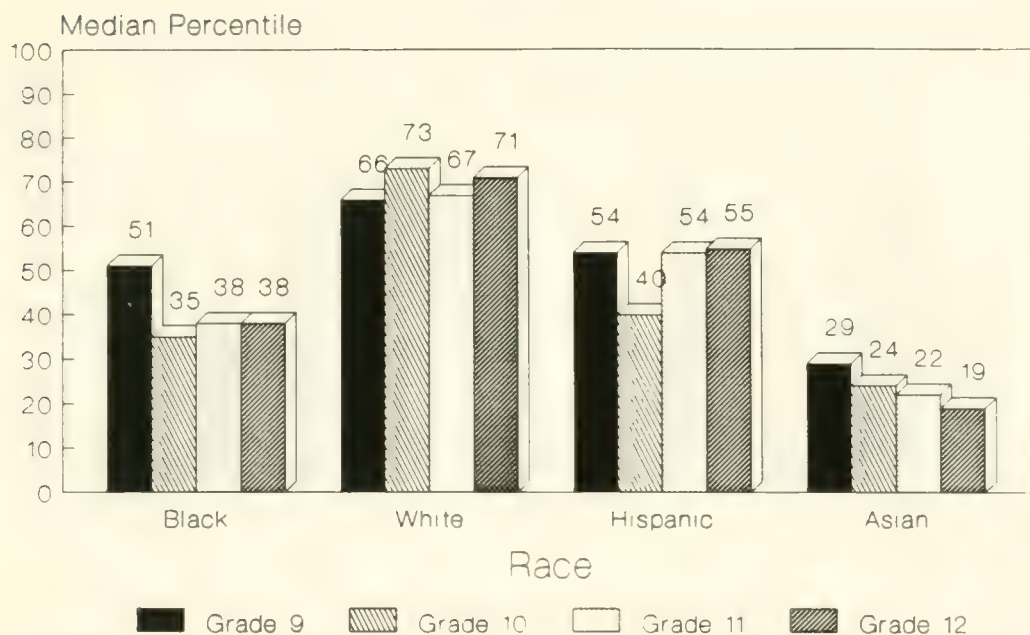
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May 1990 MAT Math Scores Snowden



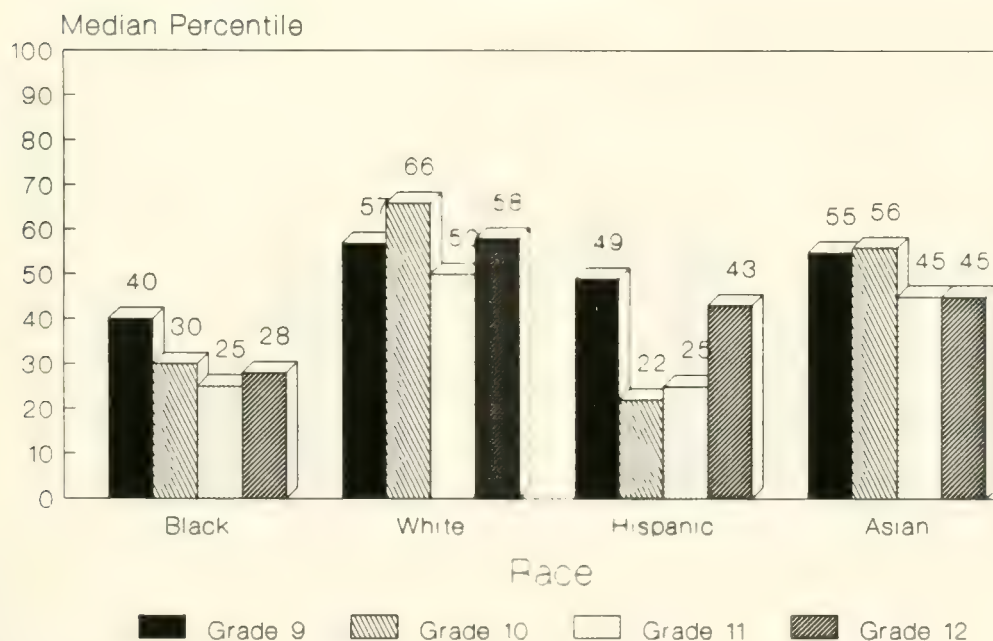
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May 1989 MAT Reading Scores Snowden



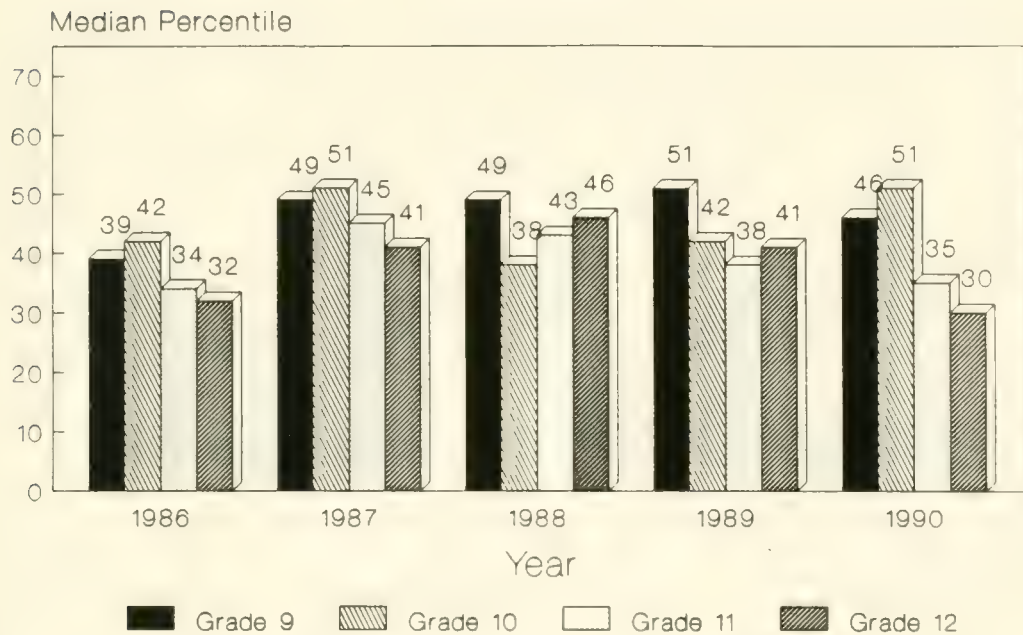
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snow89_7.cha

May 1989 MAT Math Scores Snowden



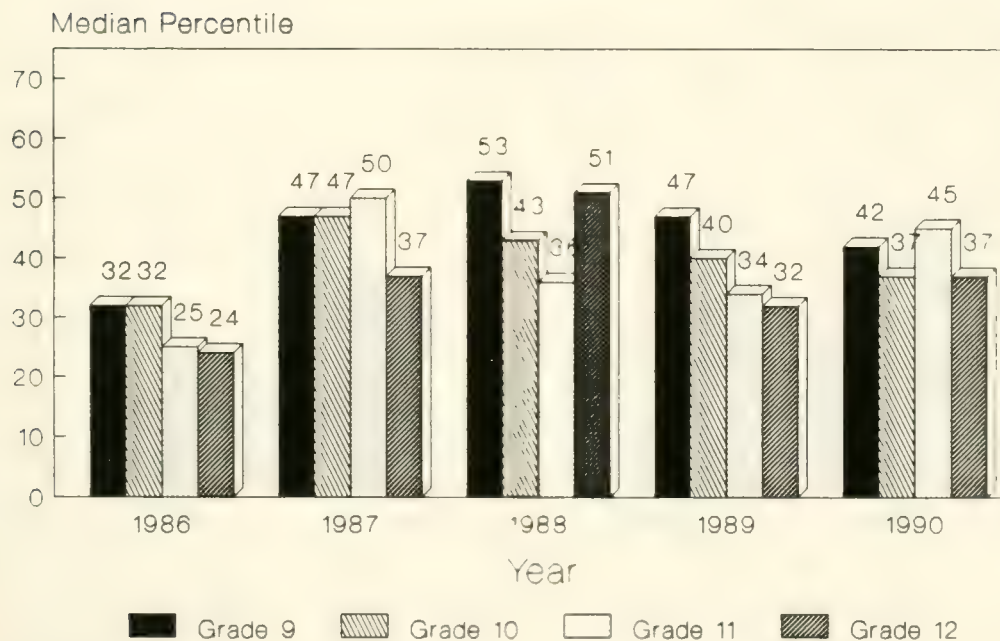
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1986-90 MAT Reading Scores Snowden



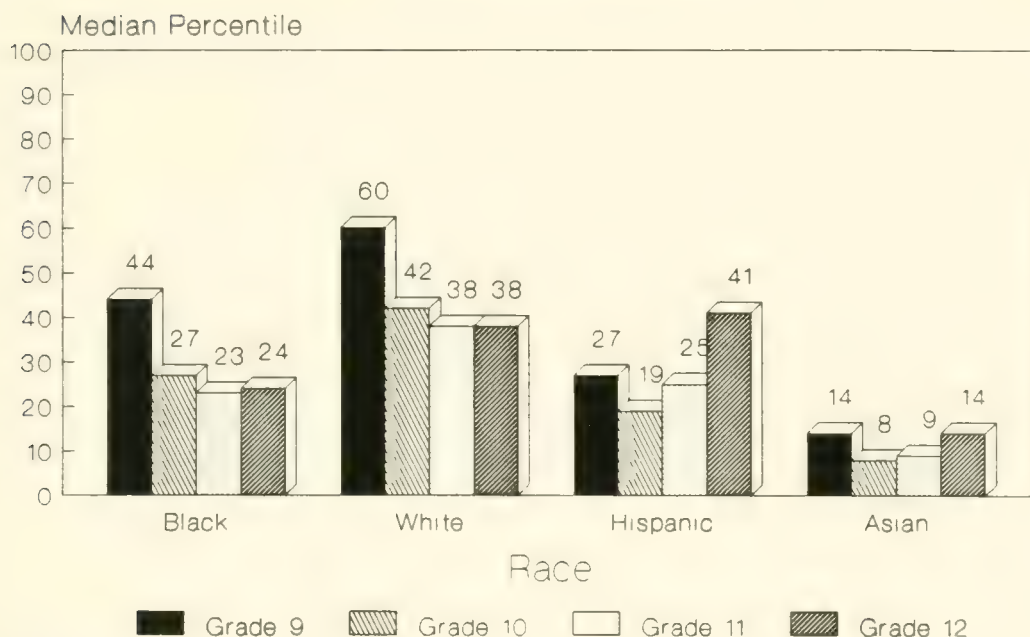
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1986-90 MAT Math Scores Snowden



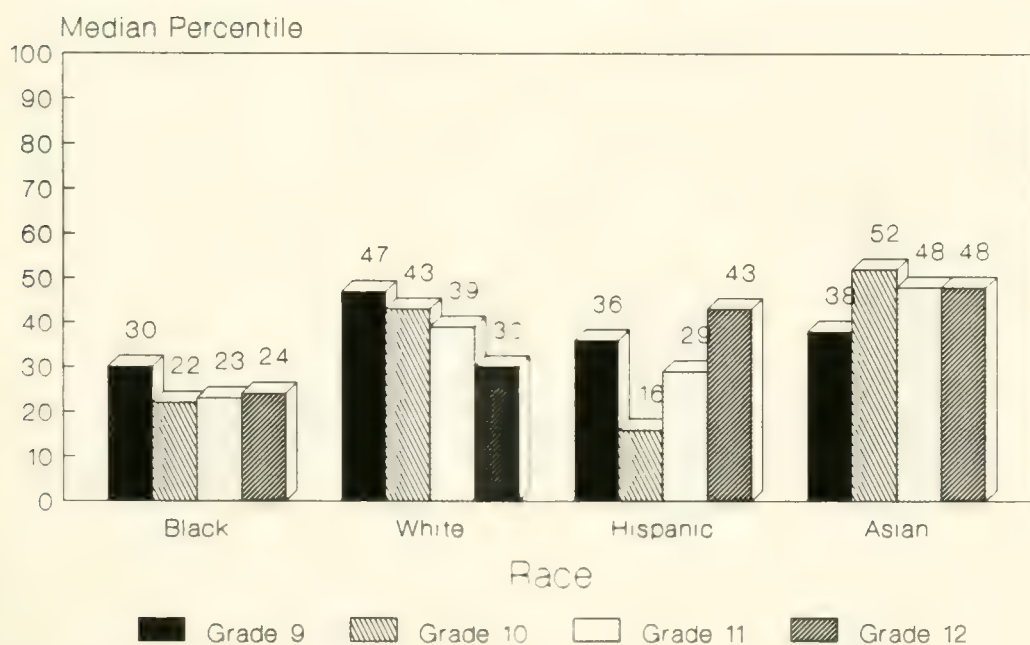
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May 1990 MAT Reading Scores South Boston



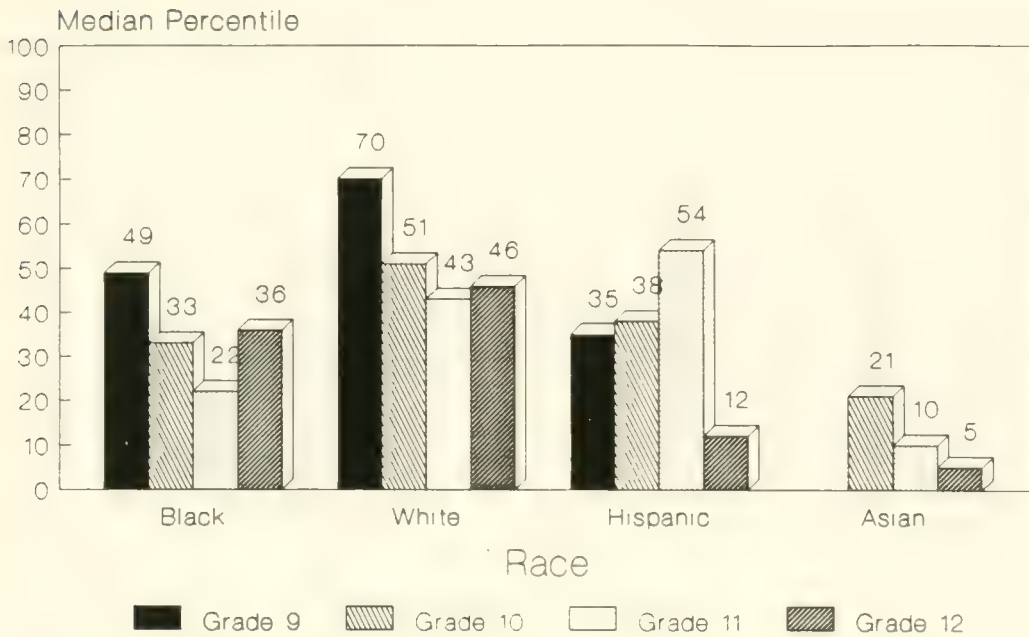
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May 1990 MAT Math Scores South Boston



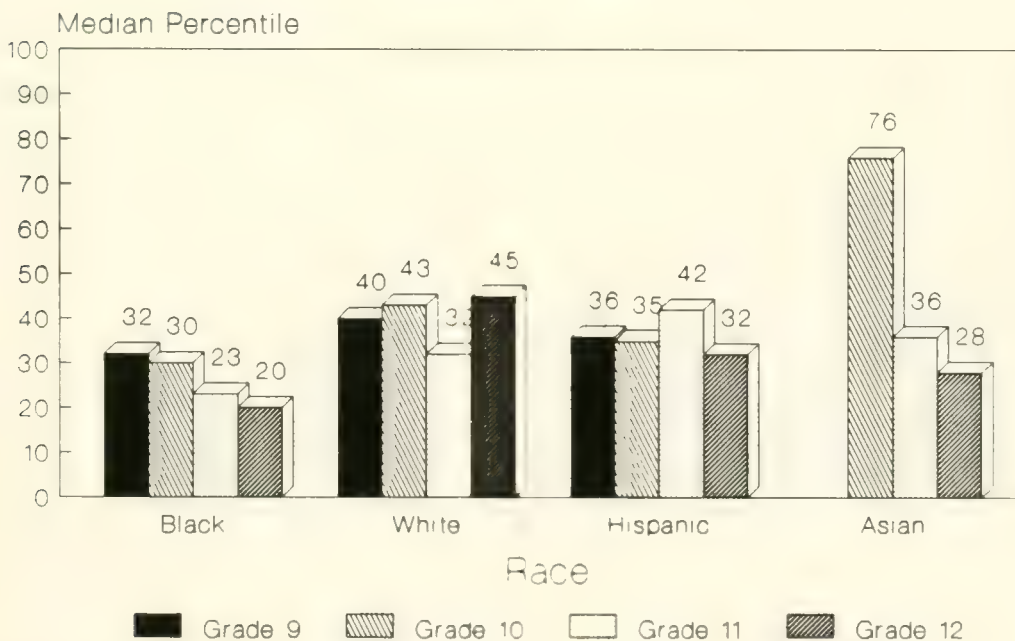
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May 1989 MAT Reading Scores South Boston



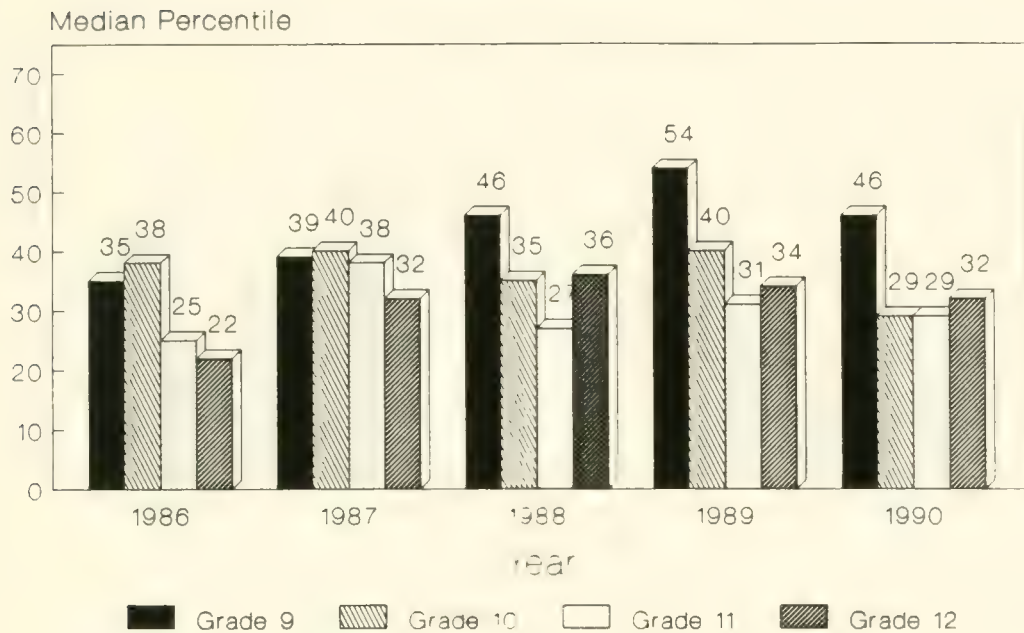
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May 1989 MAT Math Scores South Boston



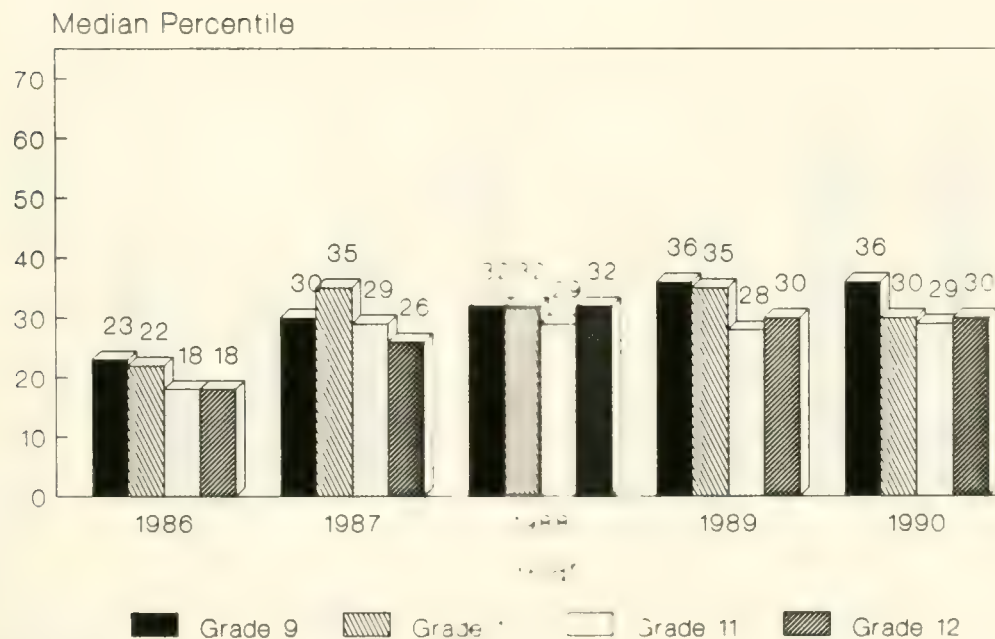
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1986-90 MAT Reading Scores South Boston



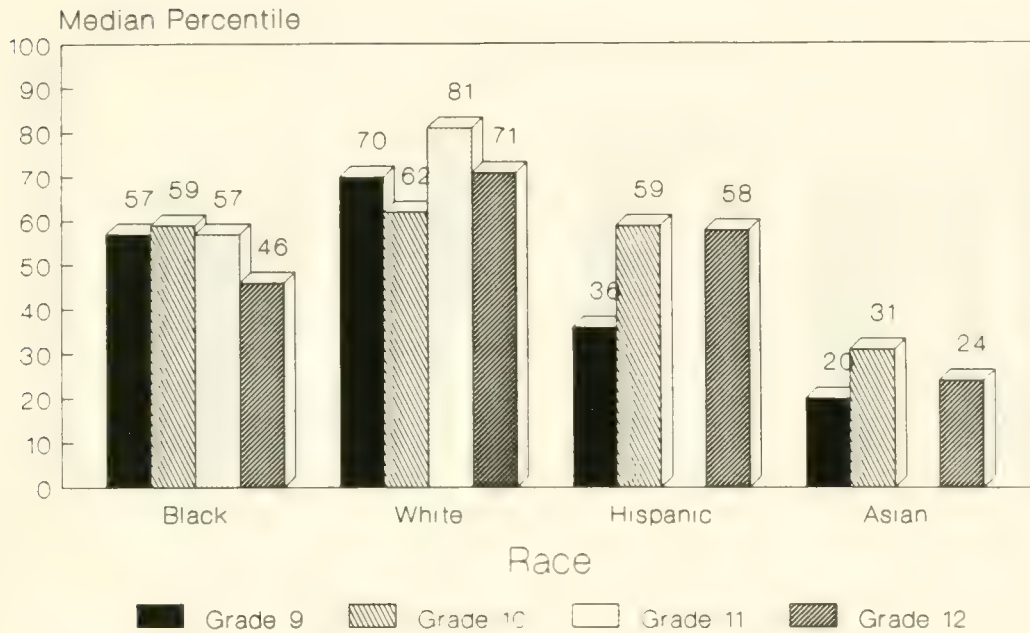
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1986-90 MAT Math Scores South Boston



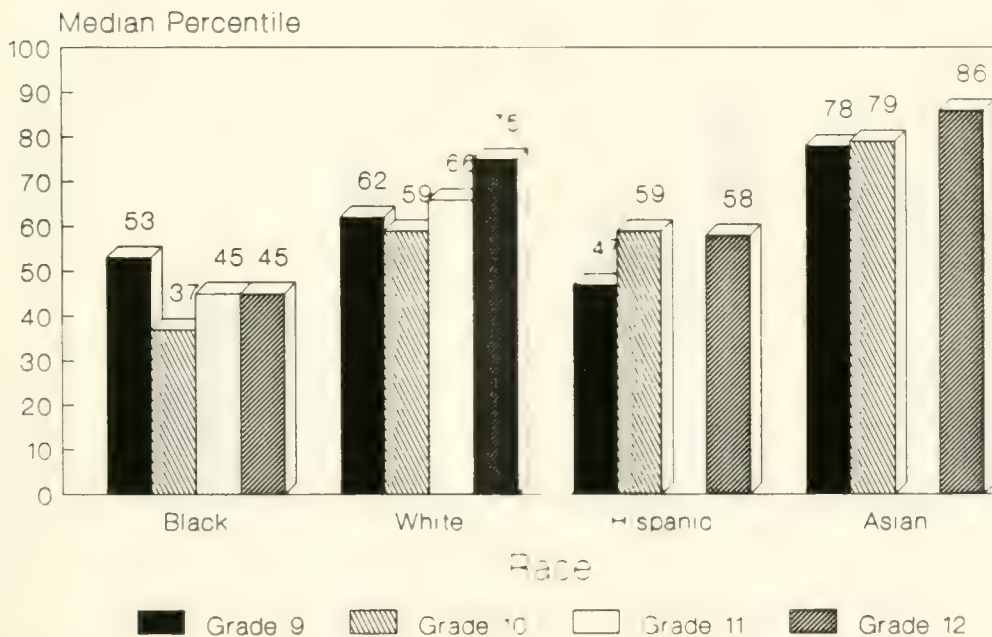
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May 1989 MAT Reading Scores Umana



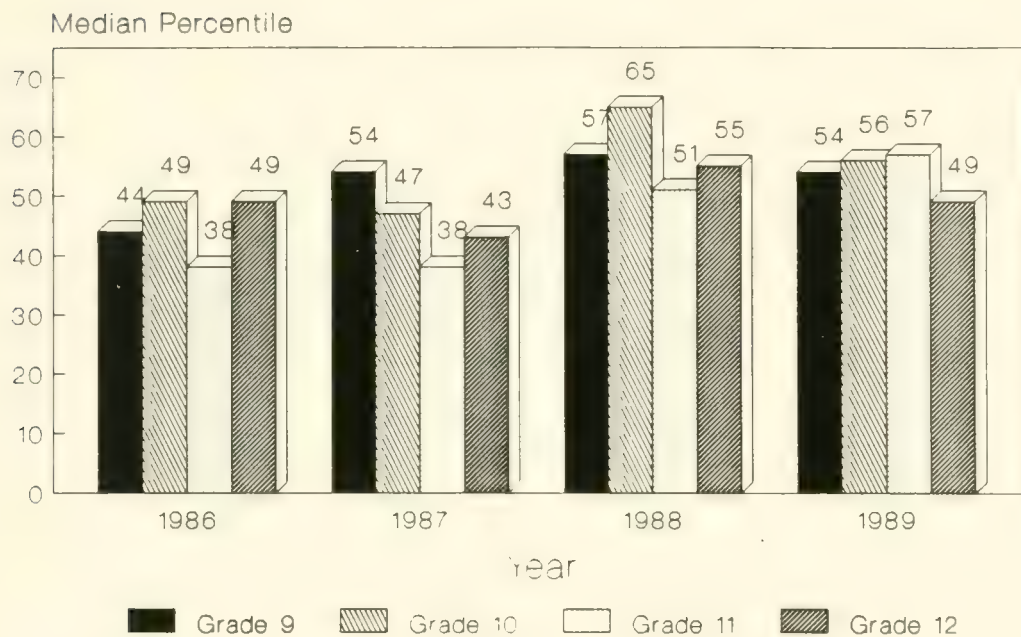
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May 1989 MAT Math Scores Umana



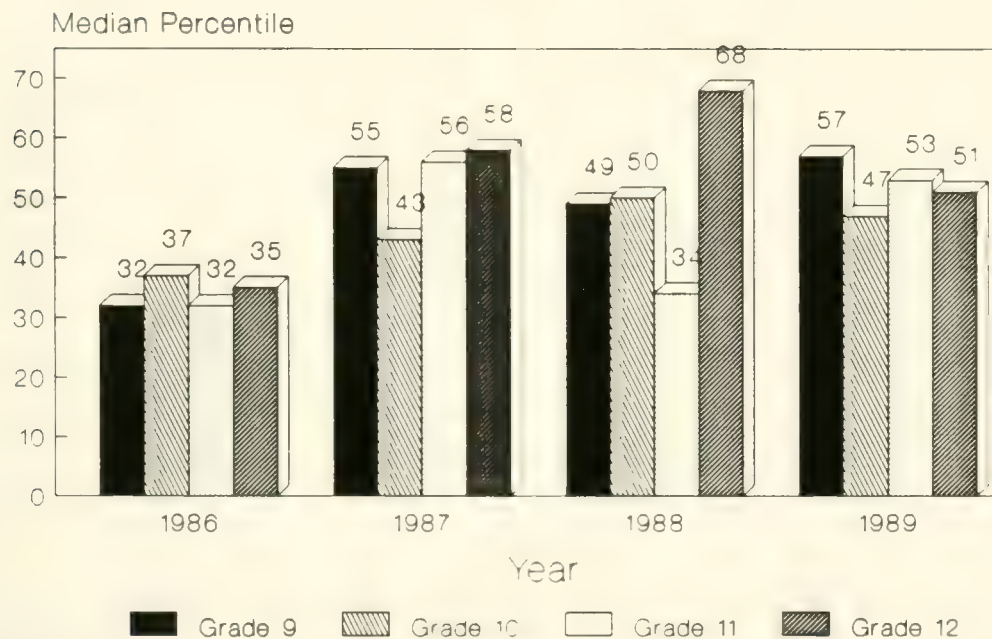
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1986-89 MAT Reading Scores Umana



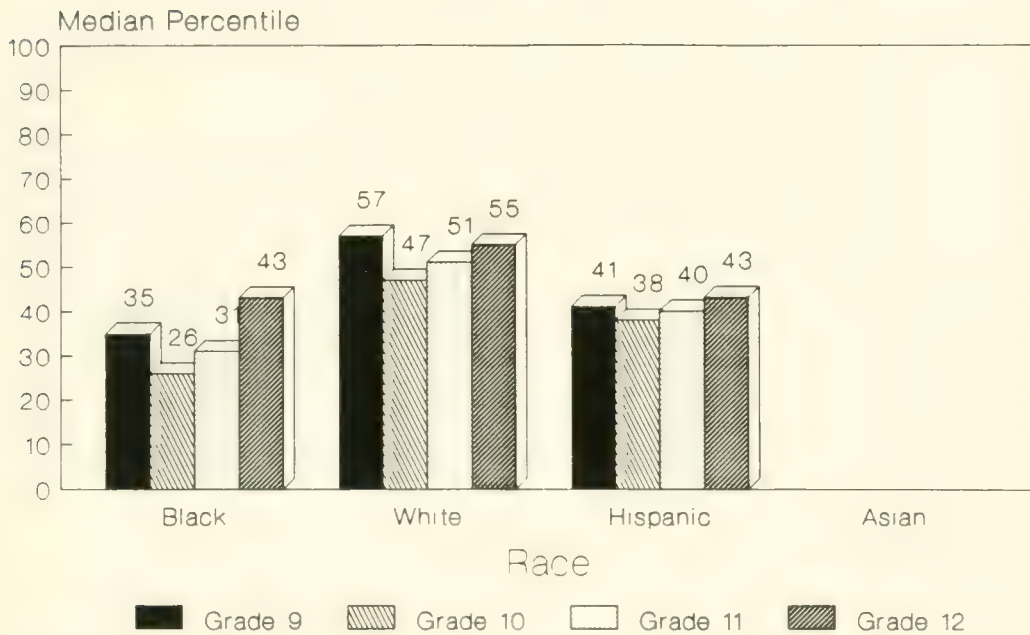
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1986-89 MAT Math Scores Umana



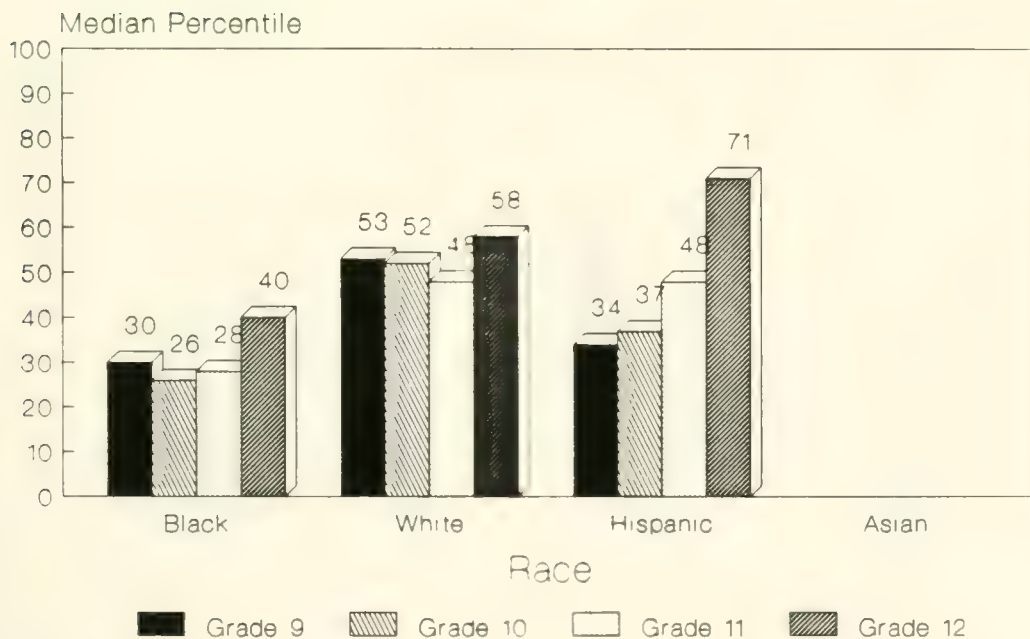
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May 1990 MAT Reading Scores West Roxbury



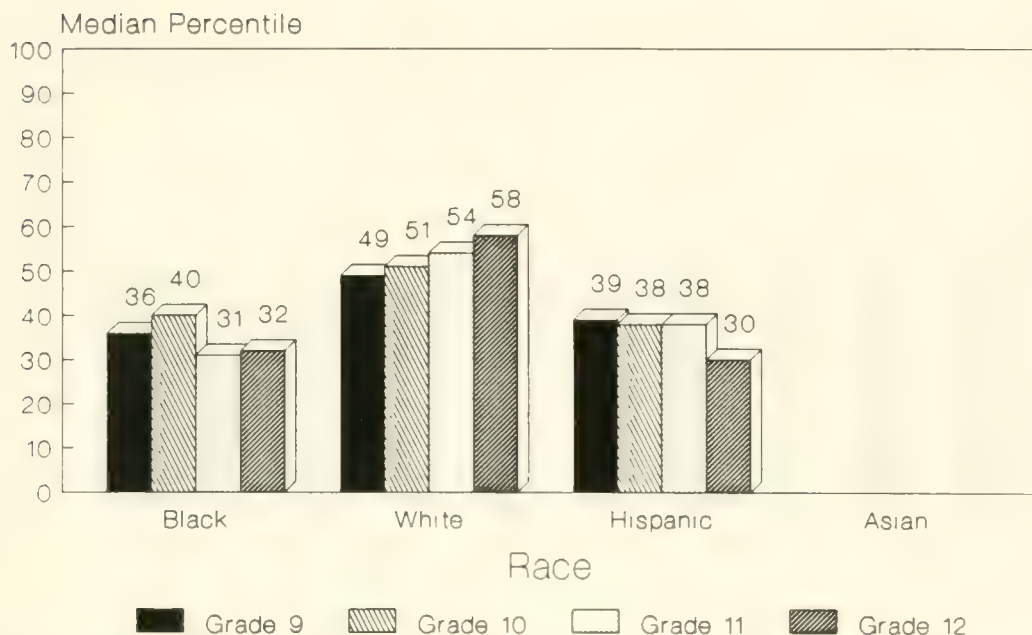
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May 1990 MAT Math Scores West Roxbury



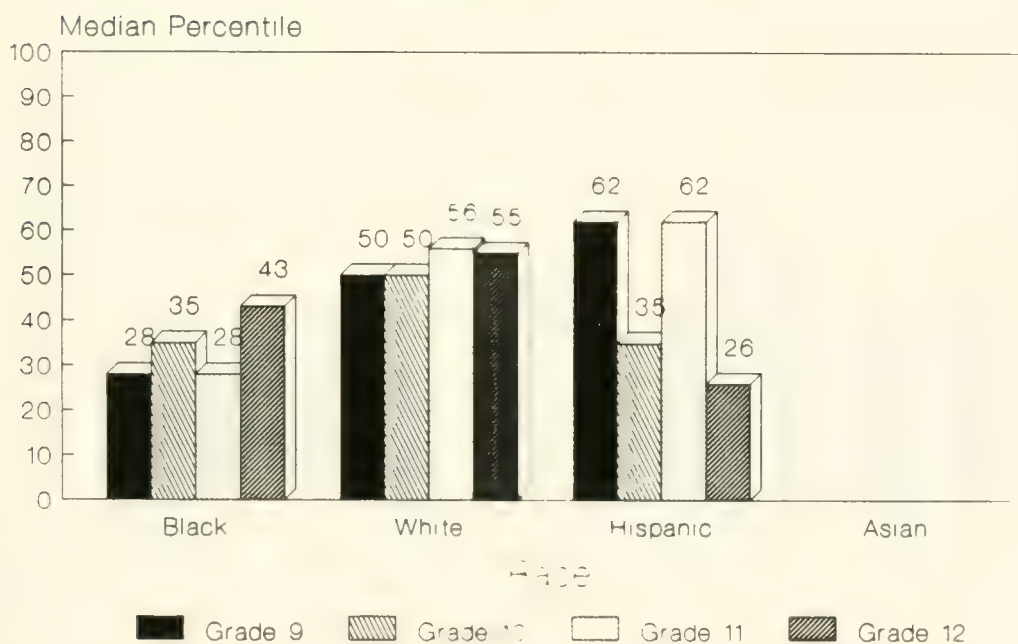
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May 1989 MAT Reading Scores West Roxbury



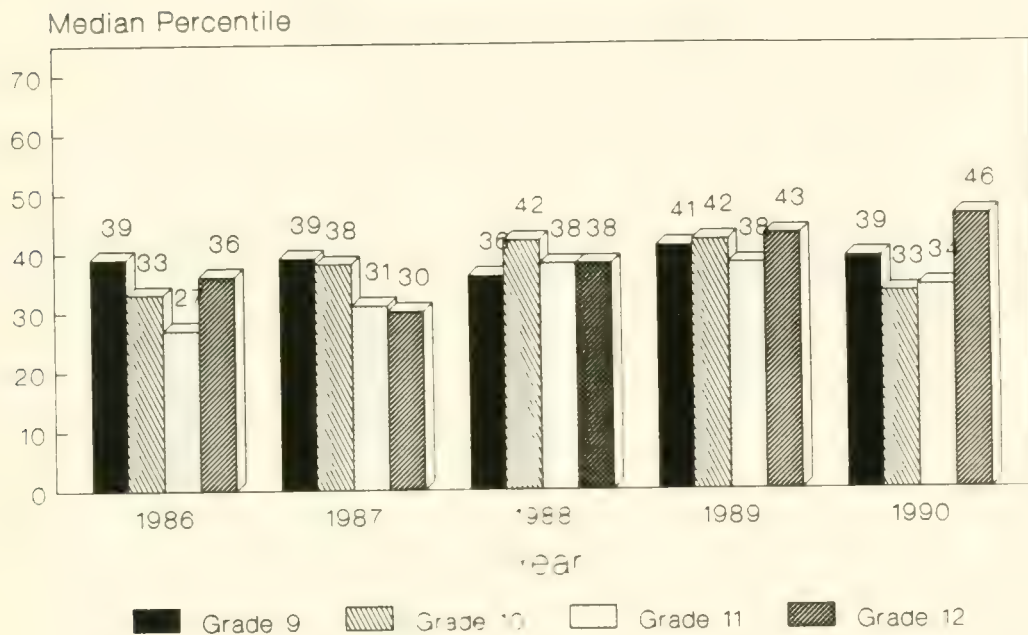
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May 1989 MAT Math Scores West Roxbury



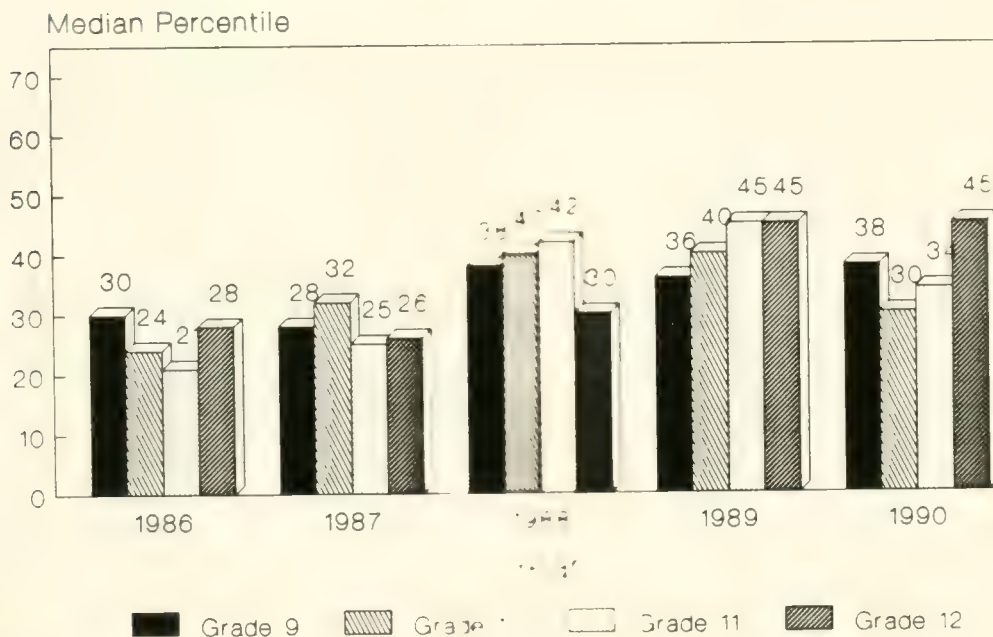
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1986-90 MAT Reading Scores West Roxbury



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1986-90 MAT Math Scores West Roxbury



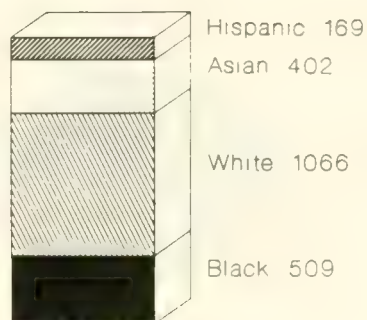
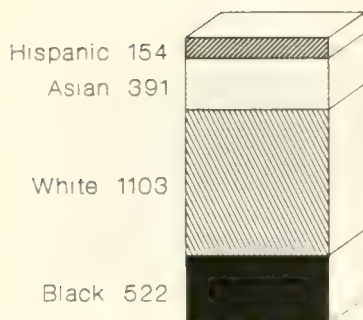
mfung 06/30/90
wrox89_6.cha

BPS High School Statistics

1988 - 1989

- ✓ Racial-Ethnic Composition
by School
1987 - 1989
- ✓ Professional Staff
by School
1988 - 1989
- ✓ Total Suspensions by School
1988 - 1989
- ✓ June Non-Promotion by School
1988 - 1989
- ✓ Annual Dropout Rates by Race
1988 - 1989

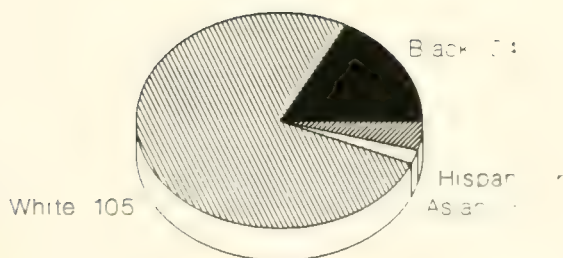
Student Racial-Ethnic Composition Boston Latin 1987-1989



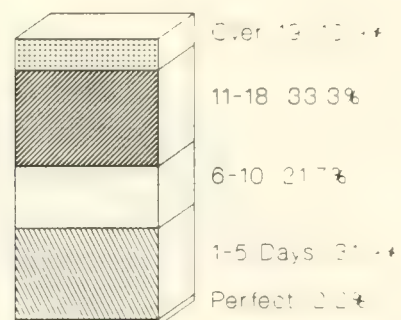
FY88 Attn=94.6% FY89 Attn=96.0%

mfung 10/23/89
bls89_1.cha

1988-89 Professional Staff Boston Latin

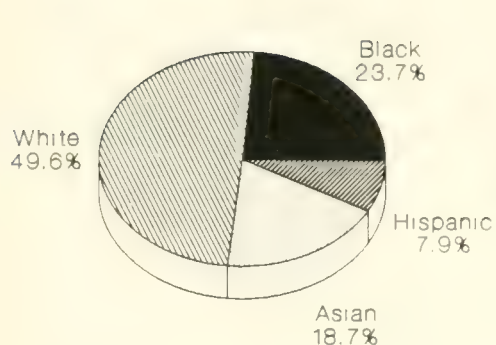


Attendance = 93.8%

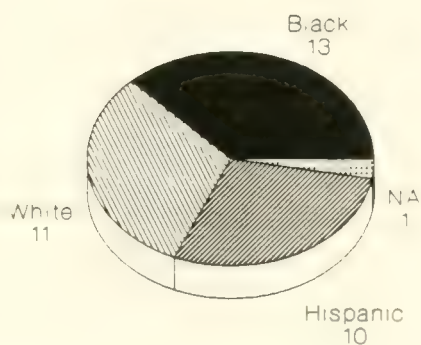


Days of Absence

1988-89 Total Suspensions Boston Latin



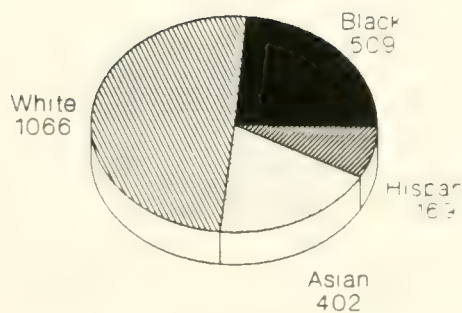
Student Enrollment



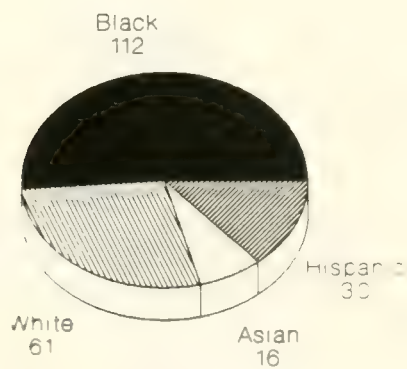
Suspensions

mfung 10/18/89
bis89_2.cha

1988-89 June Non-Promotes Boston Latin



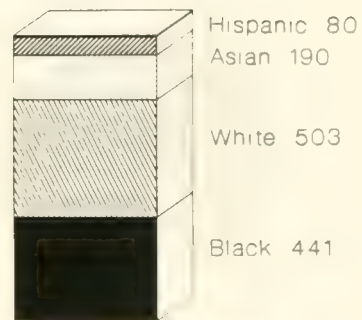
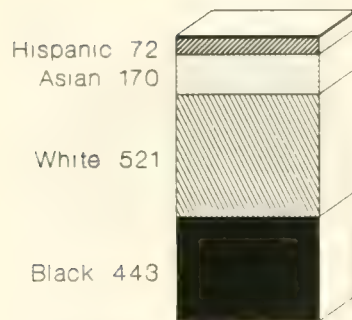
Student Enrollment



Non-Promotes

mfung 10/18/89
bis89_9.cha

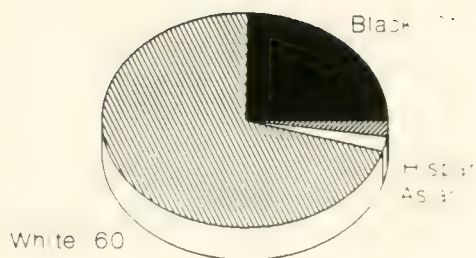
Student Racial-Ethnic Composition Latin Academy 1987-89



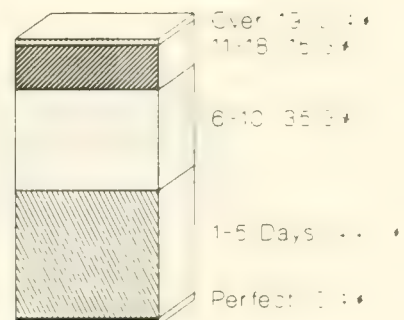
FY88 Attn=88.9% FY89 Attn=89.0%

mfung 10/13/89
acad89_1.cha

1988-89 Professional Staff Latin Academy

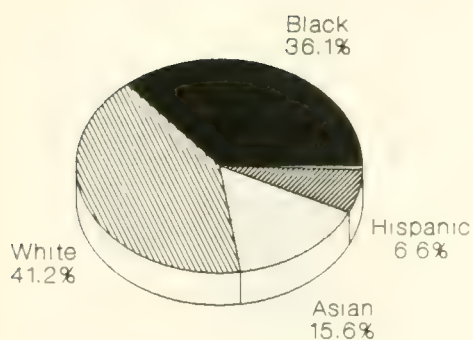


Attendance = 95.6%

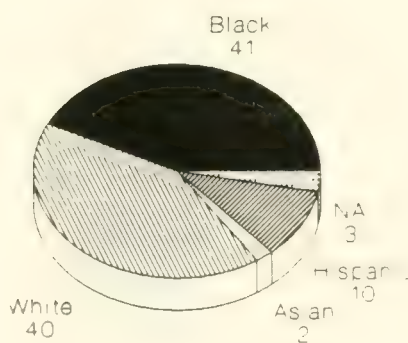


Days of Absence

1988-89 Total Suspensions Latin Academy



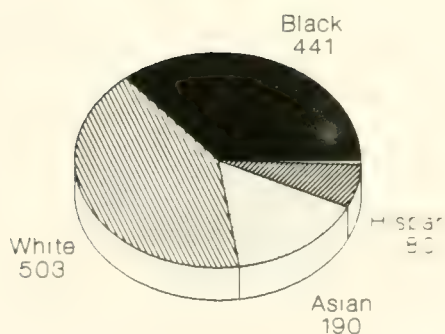
Student Enrollment



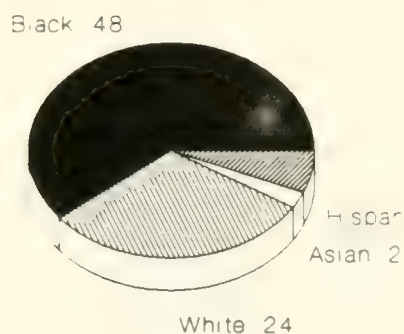
Suspensions

mfung 10/18/89
acad89_2.cha

1988-89 June Non-Promotes Latin Academy



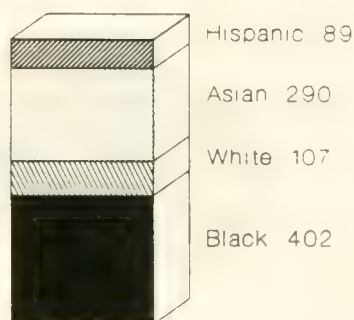
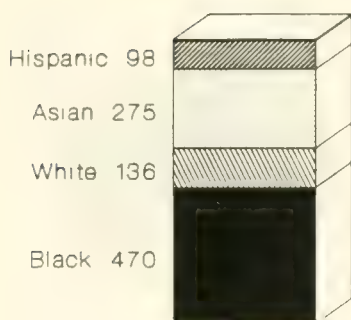
Student Enrollment



Non-Promotes

mfung 10/18/89
acad89_9.cha

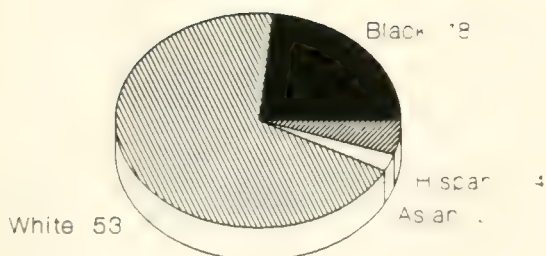
Student Racial-Ethnic Composition Boston Technical 1987-1989



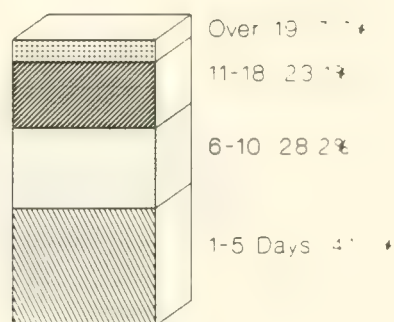
FY88 Attn=86.8% FY89 Attn=88.0%

mfung 10/13/89
tech89_1.cha

1988-89 Professional Staff Boston Technical

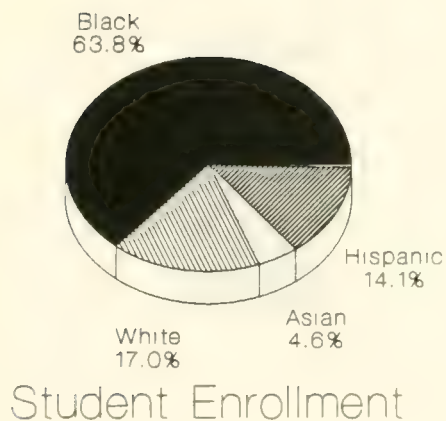


Attendance = 94.3%



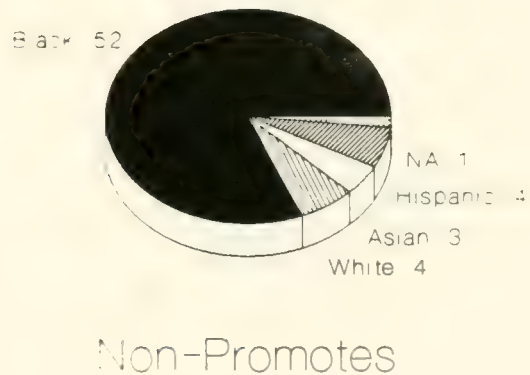
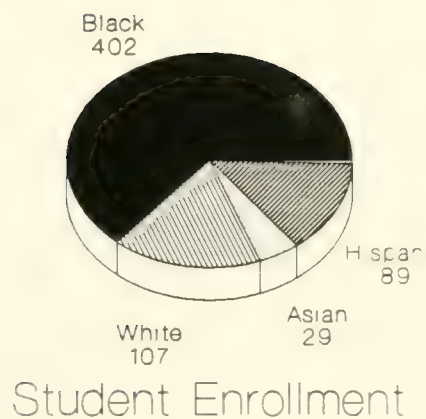
Days of Absence

1988-89 Total Suspensions Boston Technical



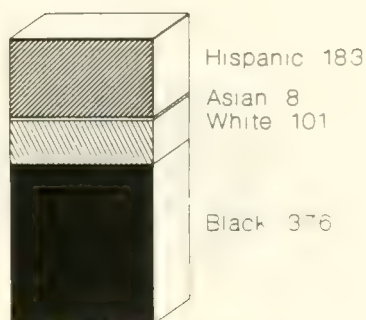
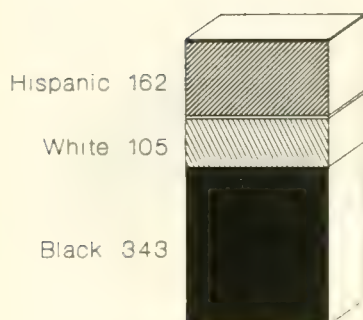
mfung 10/18/89
tech89_2.cha

1988-89 June Non-Promotes Boston Technical



mfung 10/18/89
tech89_9.cha

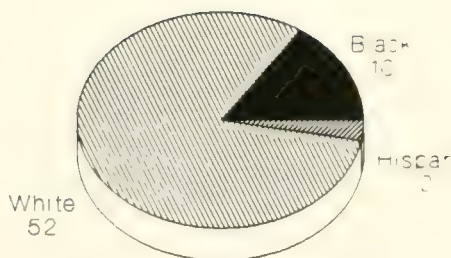
Student Racial-Ethnic Composition Boston High 1987-1989



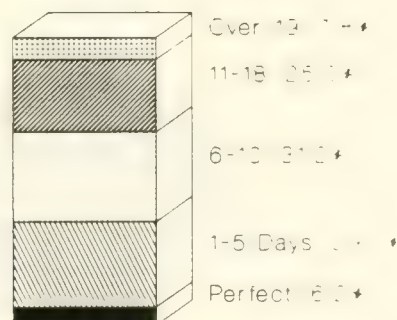
FY88 Attn=84.5% FY89 Attn=83.5%

mfung 10/13/89
bosh89_1.cha

1988-89 Professional Staff Boston High



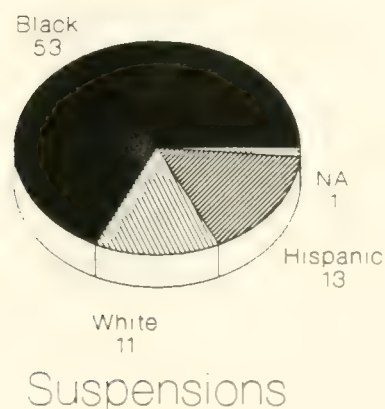
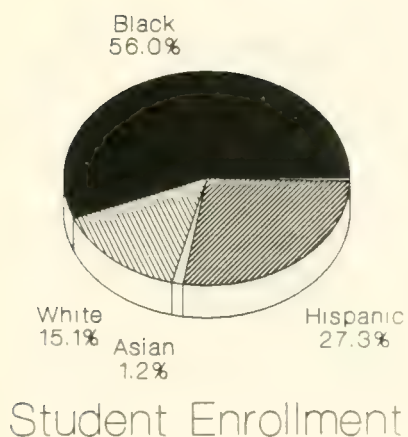
Attendance = 95.3%



Days of Absence

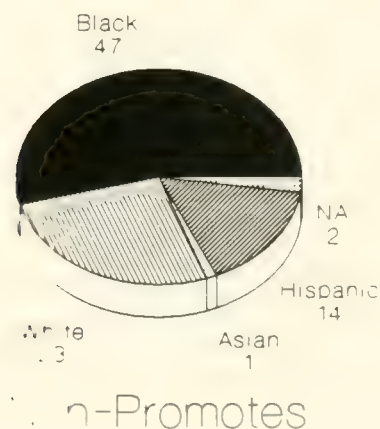
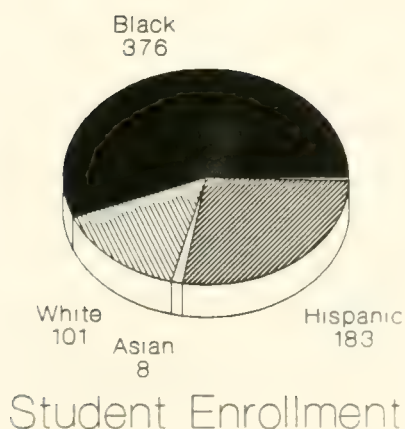
mfung 10/30/89
bosh89_4.cha

1988-89 Total Suspensions Boston High



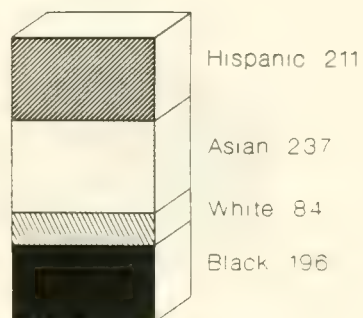
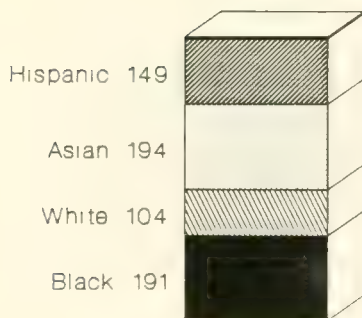
mfung 10/18/89
bosh89_2.cha

1988-89 June Non-Promotes Boston High



mfung 10/18/89
bosh89_9.cha

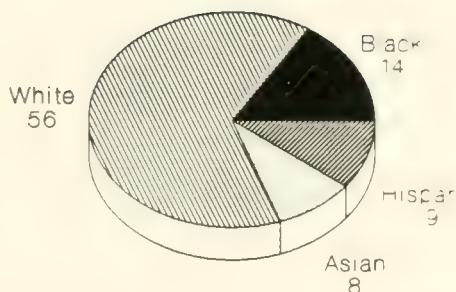
Student Racial-Ethnic Composition Brighton 1987-89



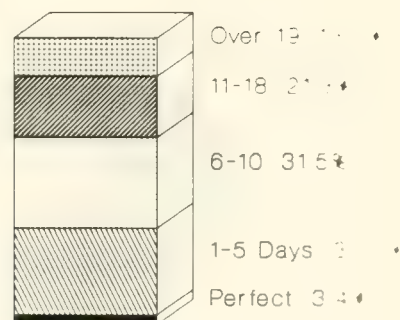
FY88 Attn=80.4% FY89 Attn=81.0%

mfung 10/15/89
brig89_1.cha

1988-89 Professional Staff Brighton



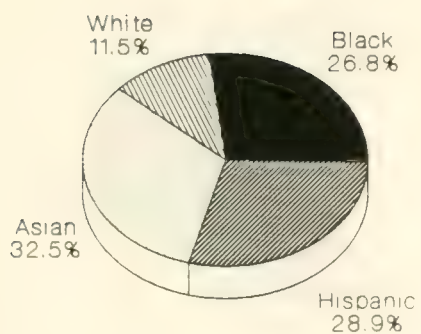
Attendance = 93.5%



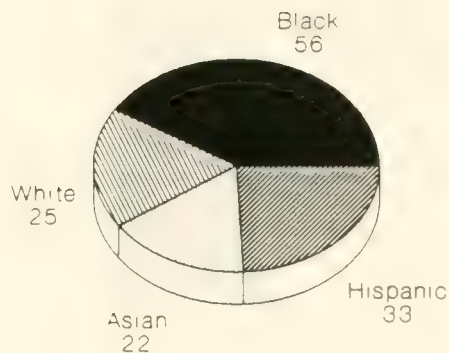
Days of Absence

mfung 10/30/89
brig89_4.cha

1988-89 Total Suspensions Brighton



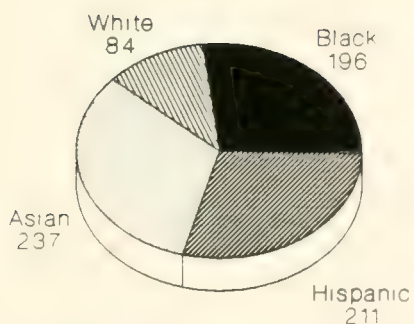
Student Enrollment



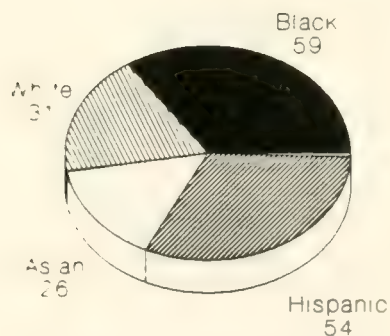
Suspensions

mfung 10/18/89
brig89_2.cha

1988-89 June Non-Promotes Brighton



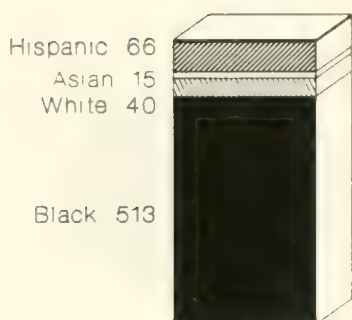
Student Enrollment



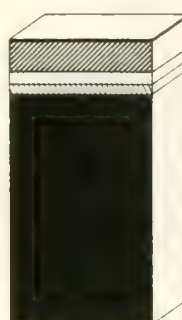
Non-Promotes

mfung 10/18/89
brig89_9.cha

Student Racial-Ethnic Composition Burke 1987-89



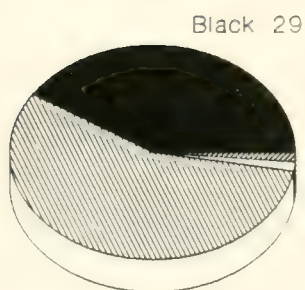
FY88 Attn=78.1%



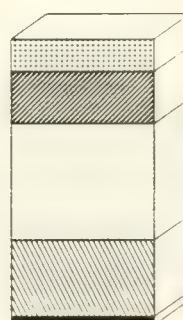
FY89 Attn=81.5%

mfung 10/15/89
burk89_1.cha

1988-89 Professional Staff Burke



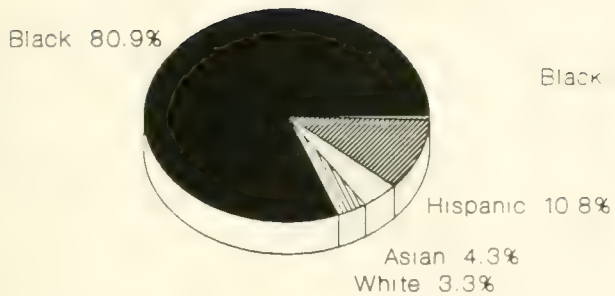
Attendance = 94.9%



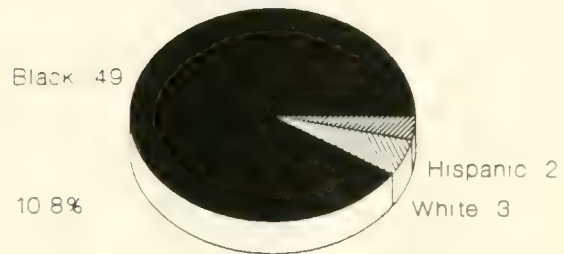
Days of Absence

mfung 10/30/89
burk89_4.cha

1988-89 Total Suspensions Burke



Student Enrollment



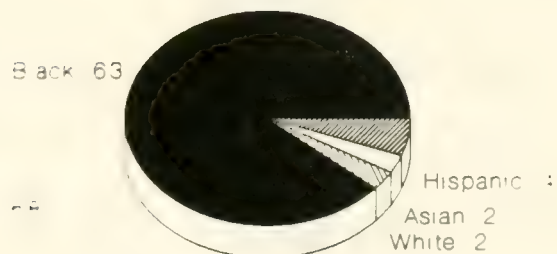
Suspensions

mfung 10/18/89
burk89_2.cha

1988-89 June Non-Promotes Burke



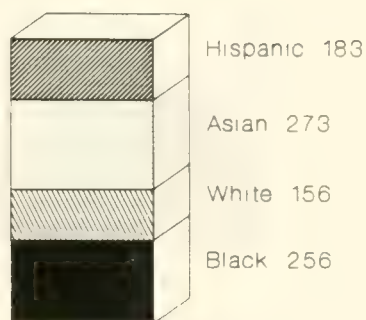
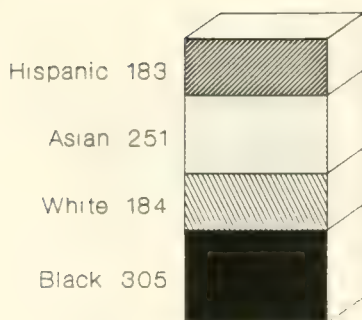
Student Enrollment



Non-Promotes

mfung 10/18/89
burk89_9.cha

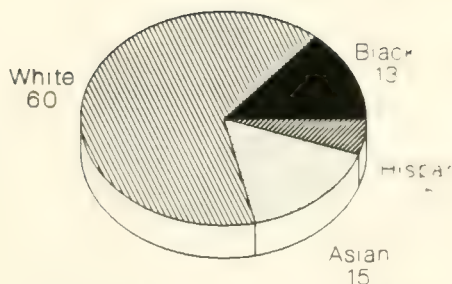
Student Racial-Ethnic Composition Charlestown 1987-89



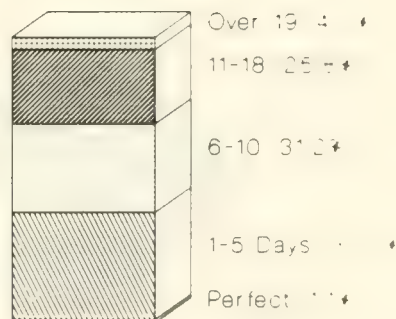
FY88 Attn=78.5% FY89 Attn=82.5%

mfung 10/15/89
ct89_1.cha

1988-89 Professional Staff Charlestown

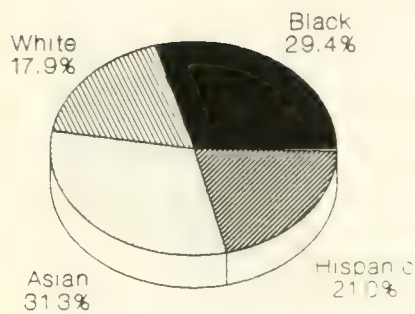


Attendance = 95.2%

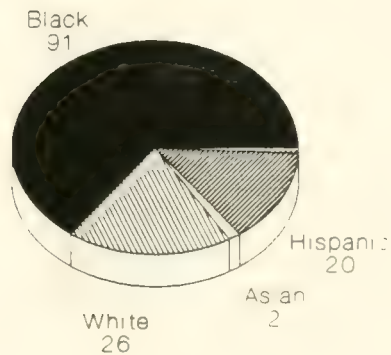


Days of Absence

1988-89 Total Suspensions Charlestown



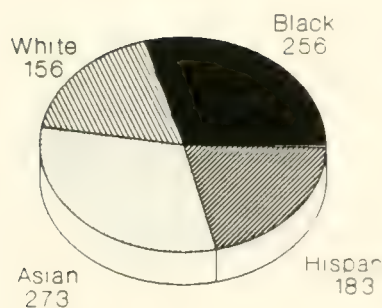
Student Enrollment



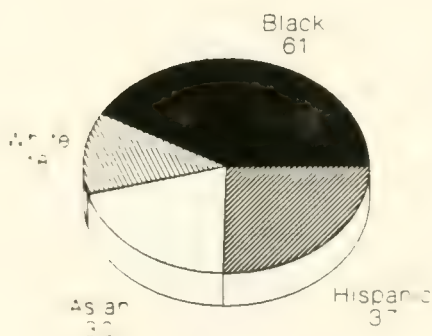
Suspensions

mfung 10/18/89
ct89_2.cha

1988-89 June Non-Promotes Charlestown



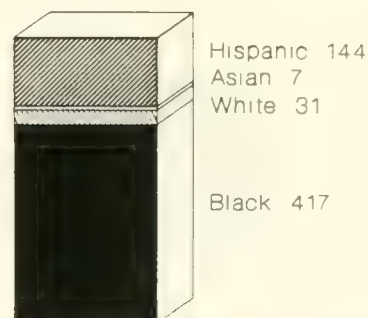
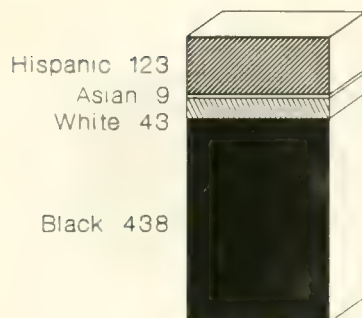
Student Enrollment



Non-Promotes

mfung 10/18/89
ct89_9.cha

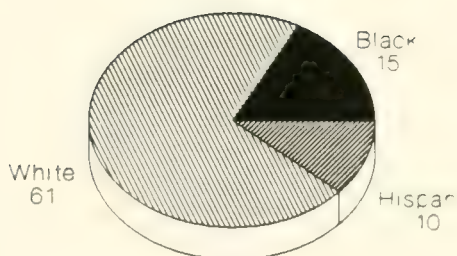
Student Racial-Ethnic Composition Dorchester 1987-89



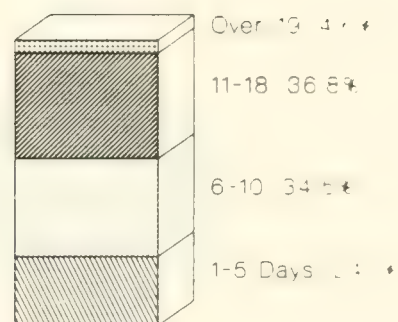
FY88 Attn=83.6% FY89 Attn=82.7%

mfung 10/15/89
dor89_1.cha

1988-89 Professional Staff Dorchester

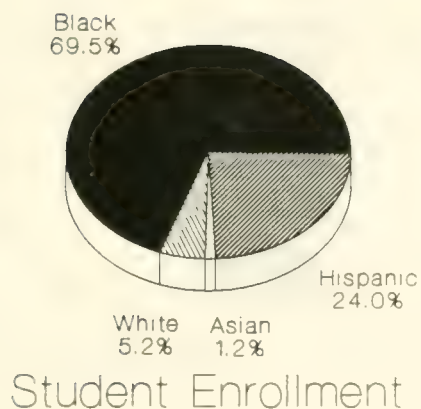


Attendance = 94.8%



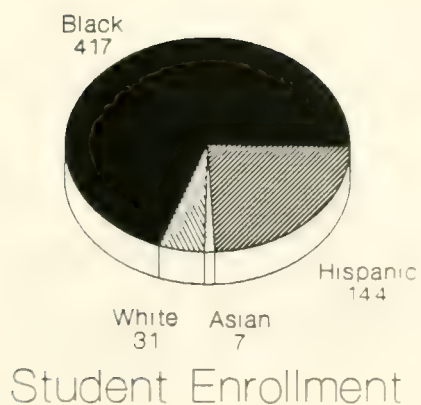
Days of Absence

1988-89 Total Suspensions Dorchester



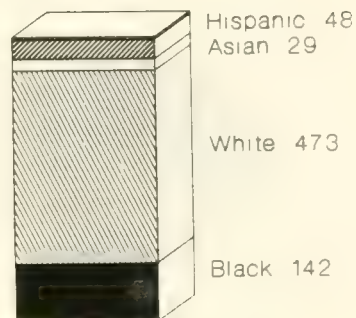
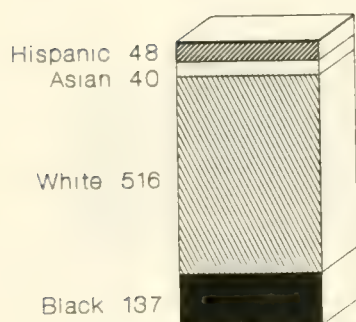
mfung 10/18/89
dor89_2.cha

1988-89 June Non-Promotes Dorchester



mfung 10/18/89
dor89_9.cha

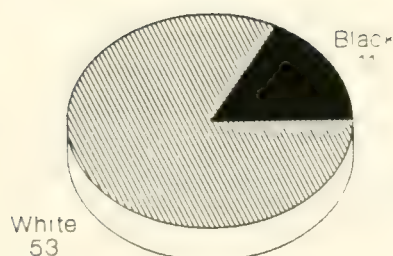
Student Racial-Ethnic Composition East Boston 1987-89



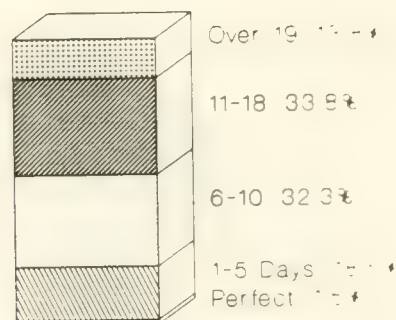
FY88 Attn=83.3% FY89 Attn=83.9%

mfung 10/15/89
ebos89_1.cha

1988-89 Professional Staff East Boston



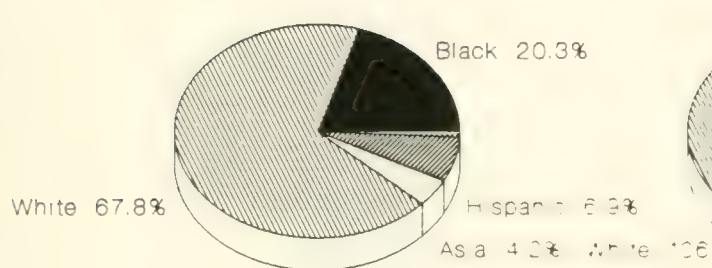
Attendance = 93.1%



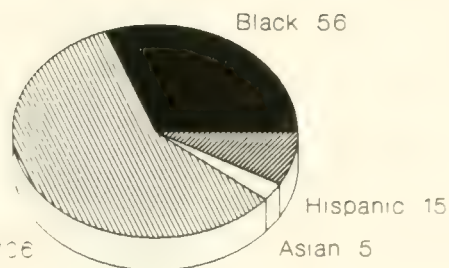
Days of Absence

mfung 10/30/89
ebos89_4.cha

1988-89 Total Suspensions East Boston



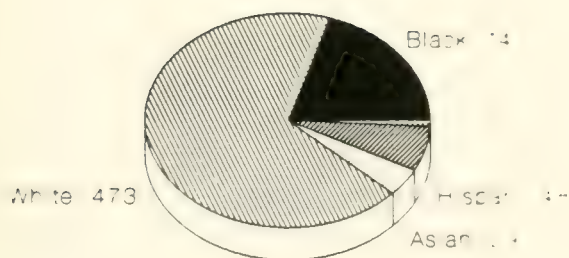
Student Enrollment



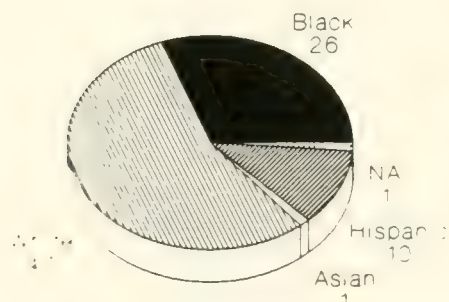
Suspensions

mfung 10/18/89
ebos89_2.cha

1988-89 June Non-Promotes East Boston



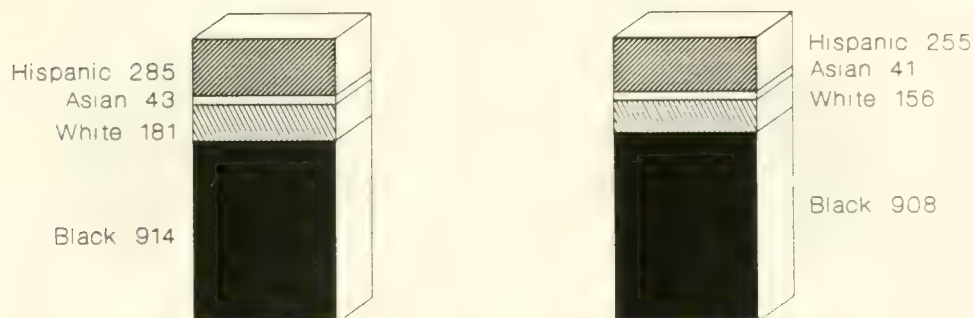
Student Enrollment



Non-Promotes

mfung 10/18/89
ebos89_9.cha

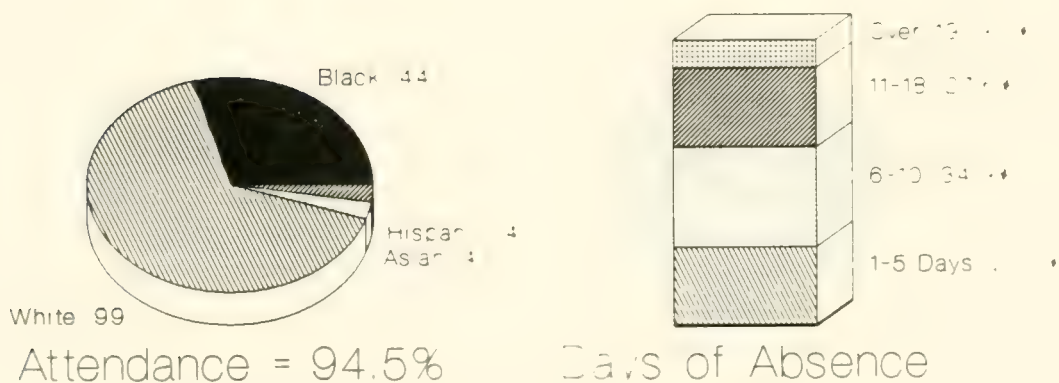
Student Racial-Ethnic Composition English 1987-89



FY88 Attn=83.6% FY89 Attn=86.2%

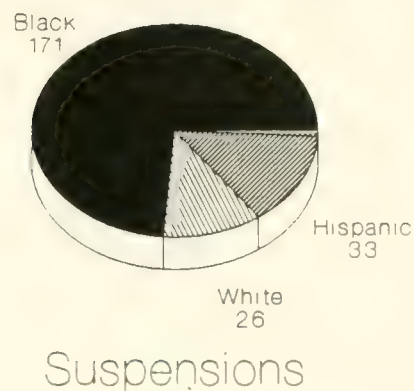
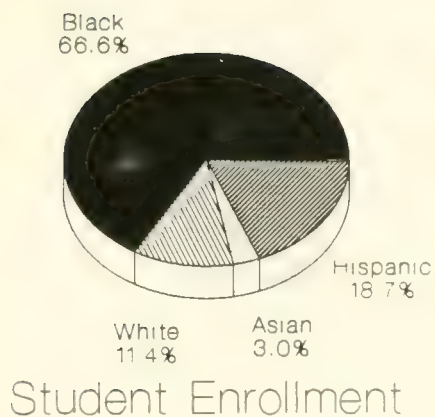
mfung 10/15/89
eng89_1.cha

1988-89 Professional Staff English



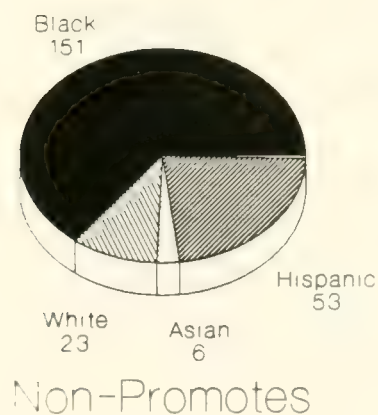
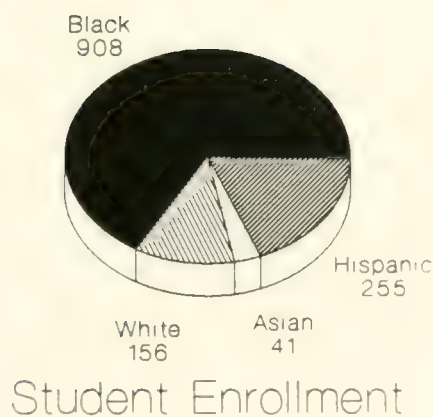
mfung 10/30/89
eng89_4.cha

1988-89 Total Suspensions English



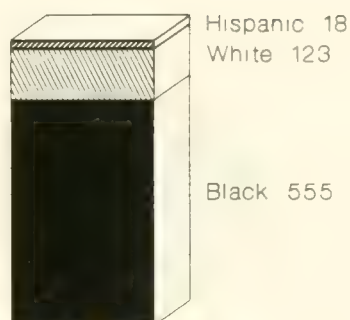
mfung 10/18/89
eng89_2.cha

1988-89 June Non-Promotes English



mfung 10/18/89
eng89_9.cha

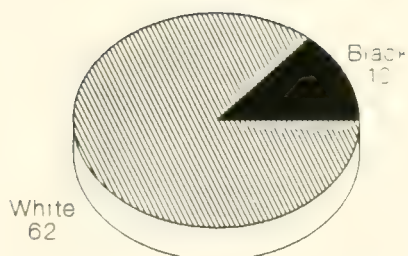
Student Racial-Ethnic Composition Hyde Park 1987-89



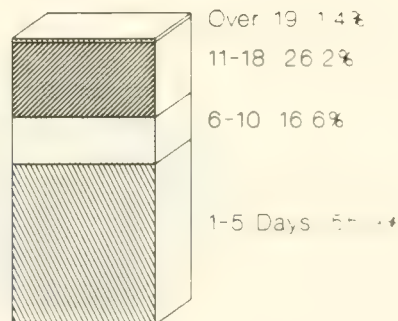
FY88 Attn=80.7% FY89 Attn=83.9%

mfung 10/15/89
hp89_1.cha

1988-89 Professional Staff Hyde Park



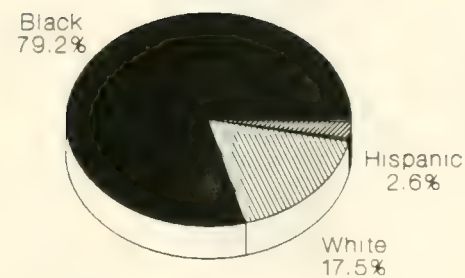
Attendance = 94.2%



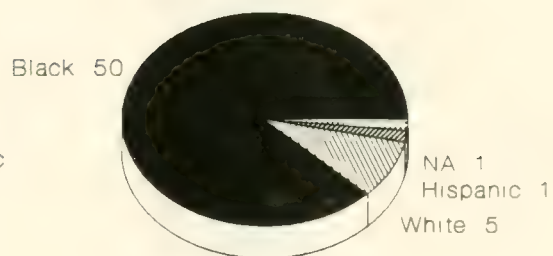
Days of Absence

mfung 10/30/89
hp89_4.cha

1988-89 Total Suspensions Hyde Park



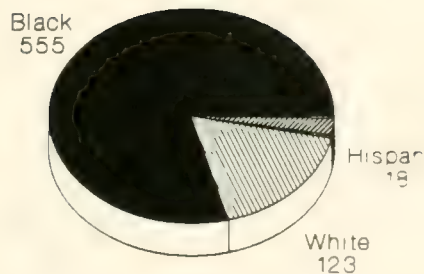
Student Enrollment



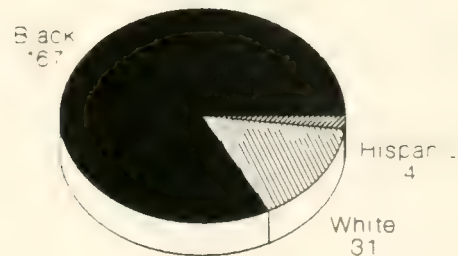
Suspensions

mfung 10/18/89
hp89_2.cha

1988-89 June Non-Promotes Hyde Park

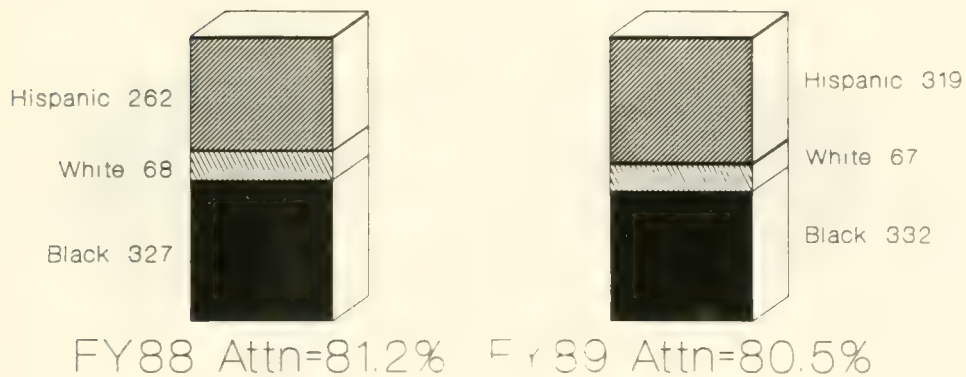


Student Enrollment



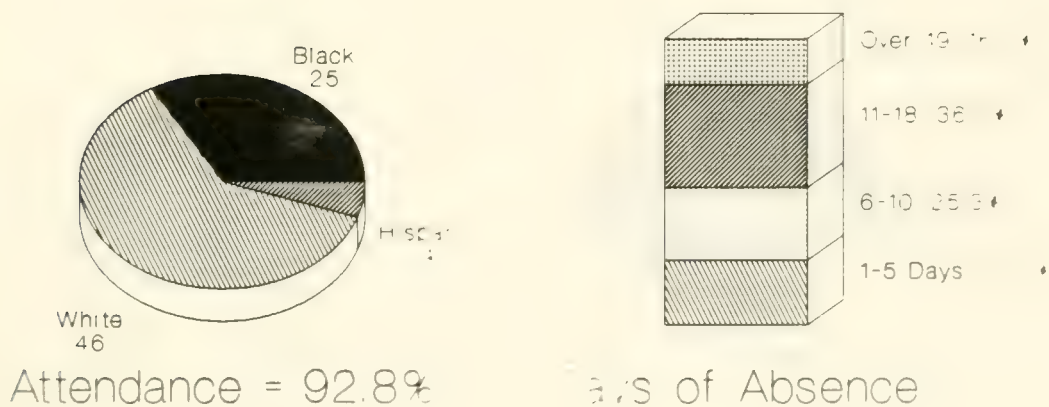
Non-Promotes

Student Racial-Ethnic Composition Jamaica Plain 1987-89



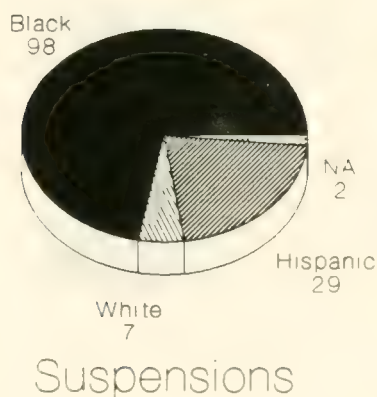
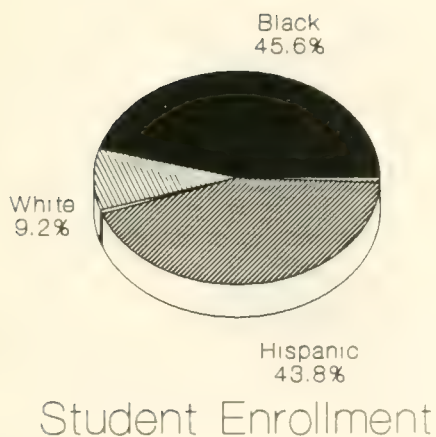
mfung 10/15/89
jp89_1.cha

1988-89 Professional Staff Jamaica Plain



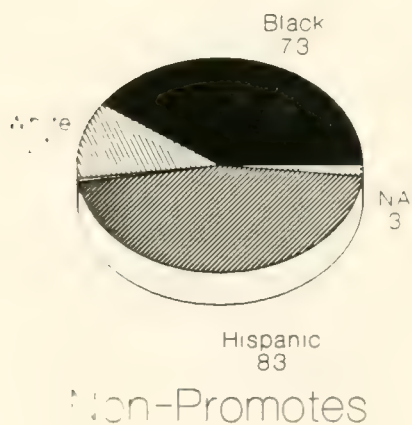
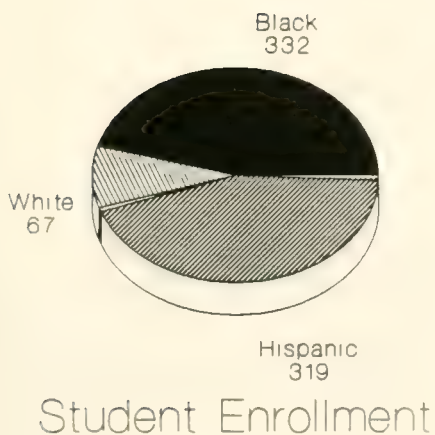
mfung 10/30/89
jp89_4.cha

1988-89 Total Suspensions Jamaica Plain



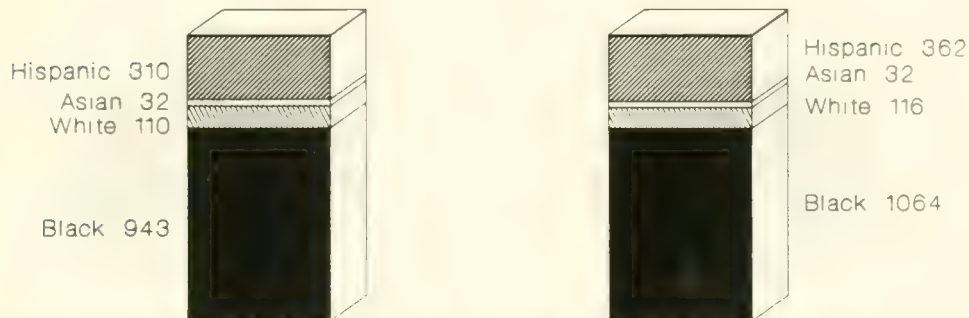
mfung 10/18/89
jp89_2.cha

1988-89 June Non-Promotes Jamaica Plain



mfung 10/18/89
jp89_9.cha

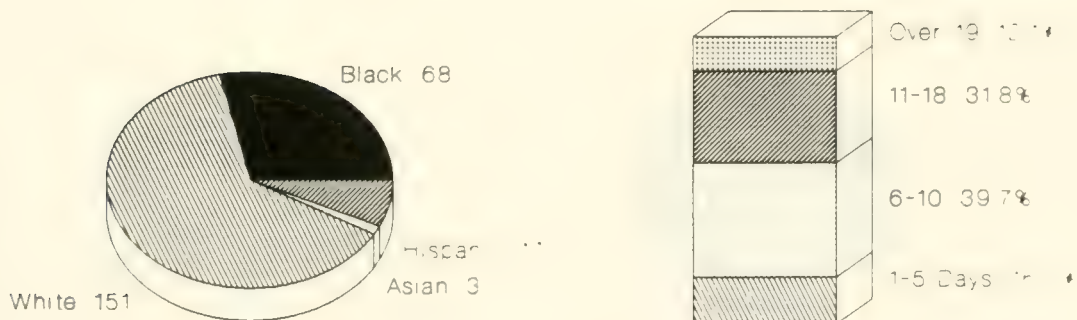
Student Racial-Ethnic Composition Madison Park/Humphrey Center 1987-89



FY88 Attn=78.6% FY89 Attn=79.8%

mfung 10/15/89
mad89_1.cha

1988-89 Professional Staff Madison Park/Humphrey Center

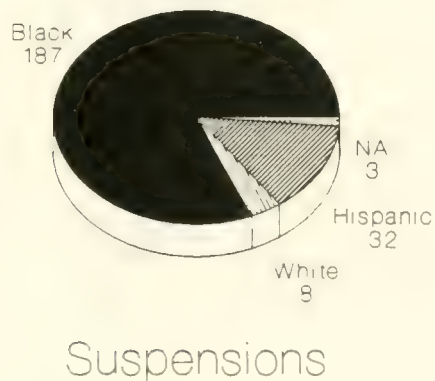
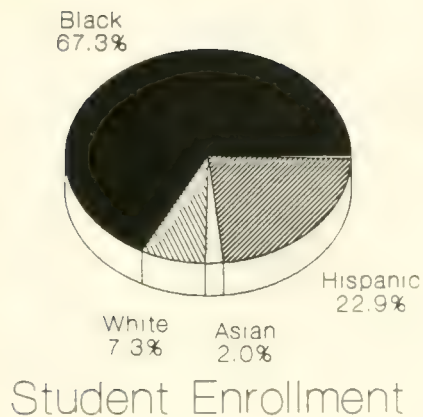


Attendance = 92.5%

Days of Absence

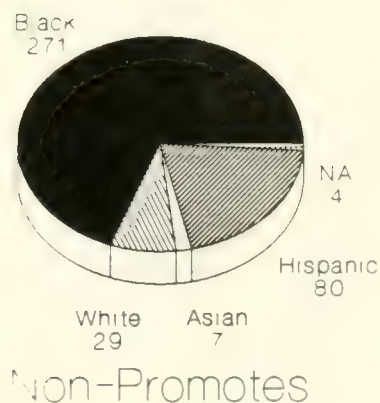
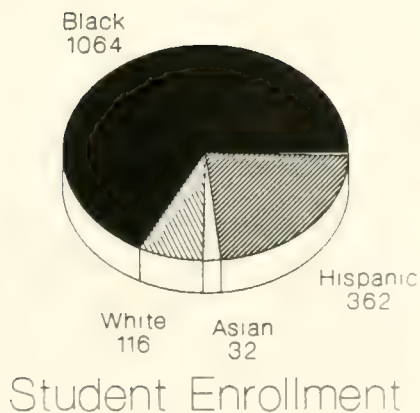
mfung 10/30/89
mad89_4.cha

1988-89 Total Suspensions Madison Park/Humphrey Center



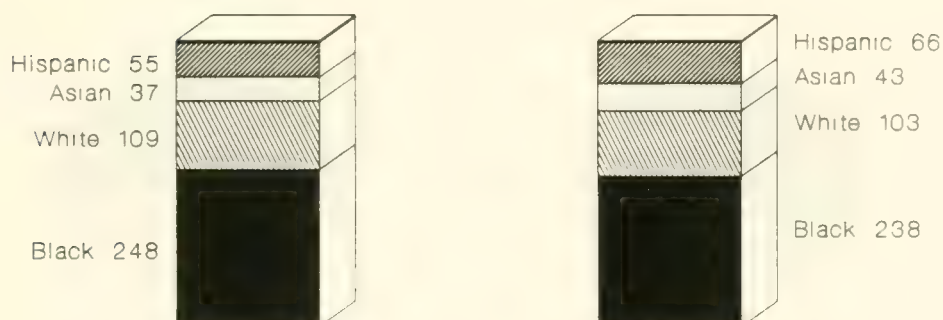
mfung 10/18/89
mad89_2.cha

1988-89 June Non-Promotes Madison Park/Humphrey Center



mfung 10/18/89
mad89_3.cha

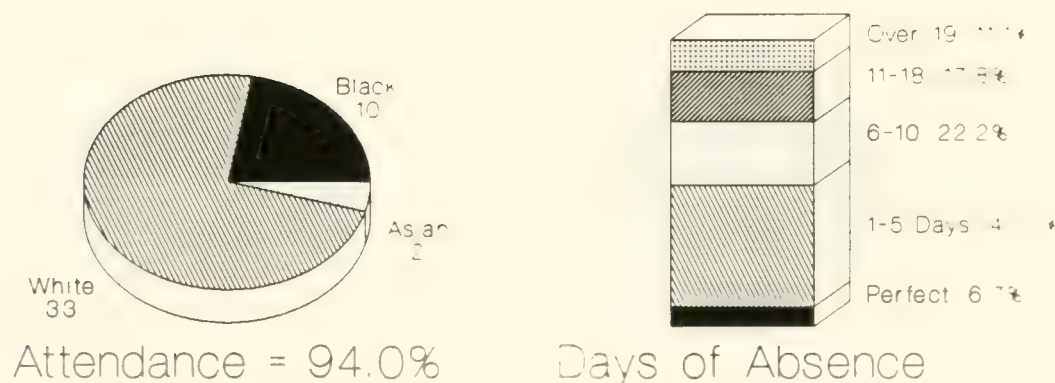
Student Racial-Ethnic Composition Snowden 1987-89



FY88 Attn=88.8% FY89 Attn=90.5%

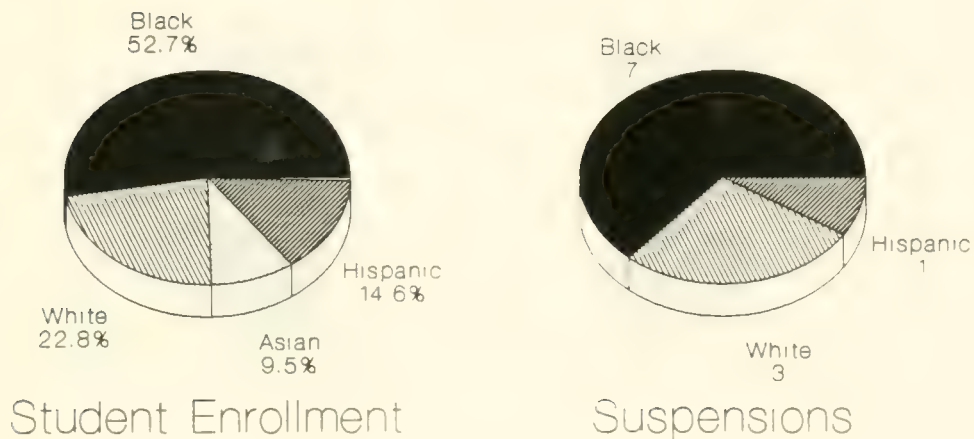
mfung 10/15/89
snow89_1.cha

1988-89 Professional Staff Snowden



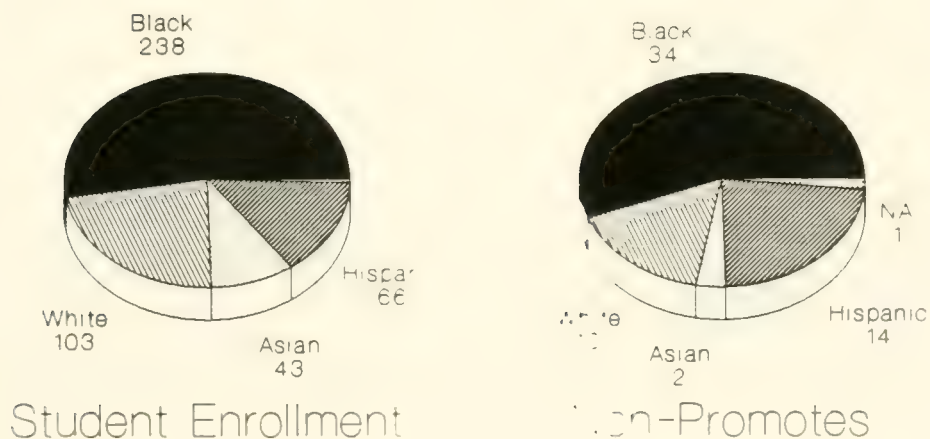
mfung 10/30/89
snow89_4.cha

1988-89 Total Suspensions Snowden



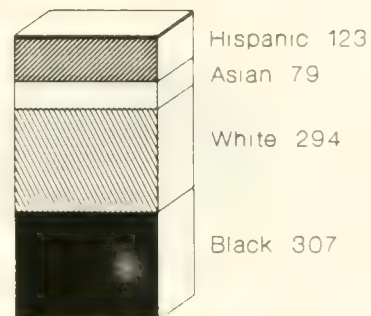
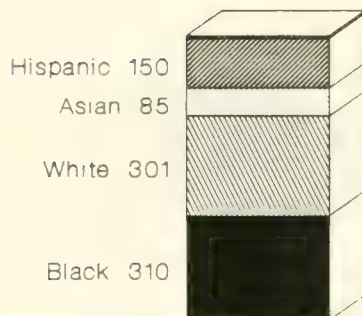
mfung 10/18/89
snow89_2.cha

1988-89 June Non-Promotes Snowden



mfung 10/18/89
snow89_9.cha

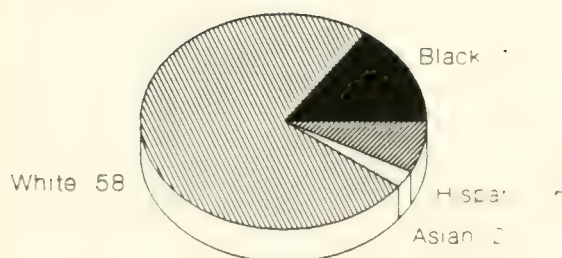
Student Racial-Ethnic Composition South Boston 1987-89



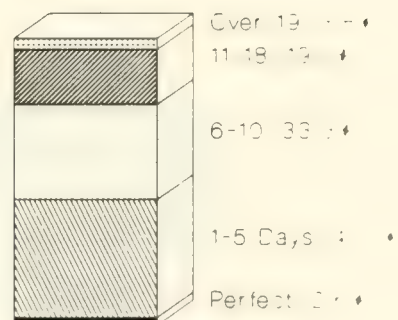
FY88 Attn=79.1% FY89 Attn=77.8%

mfung 10/15/89
sbos89_1.cha

1988-89 Professional Staff South Boston

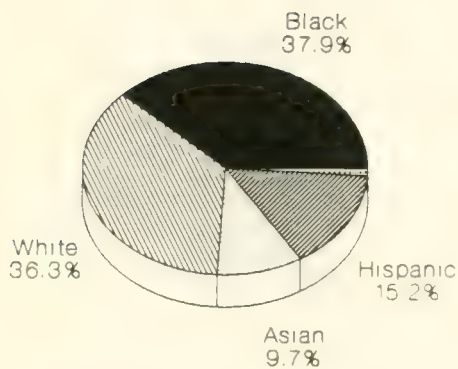


Attendance = 95.9%



Days of Absence

1988-89 Total Suspensions South Boston



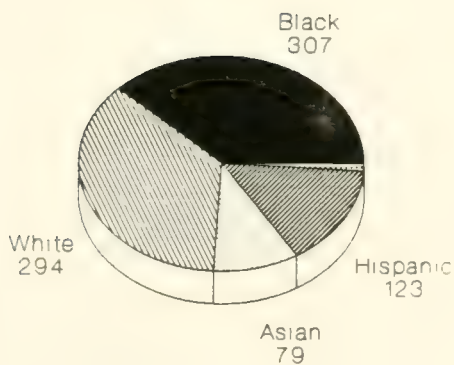
Student Enrollment



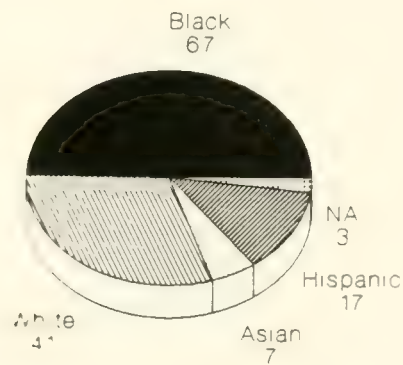
Suspensions

mfung 10/18/89
sbos89_2.cha

1988-89 June Non-Promotes South Boston



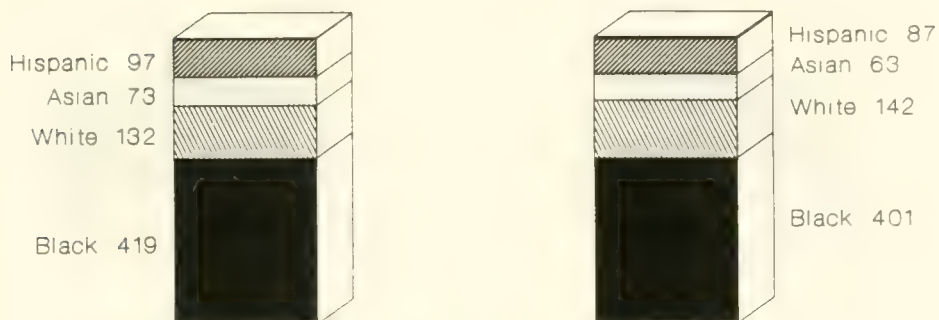
Student Enrollment



Non-Promotes

mfung 10/18/89
sbos89_9.cha

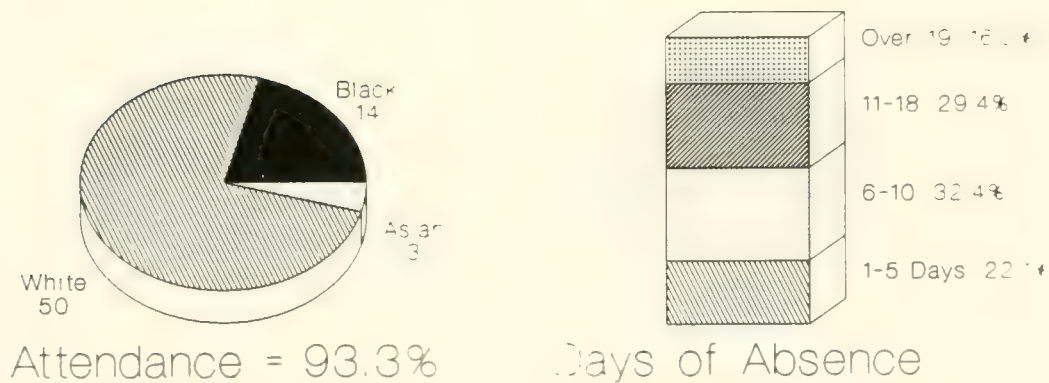
Student Racial-Ethnic Composition Umana 1987-89



FY88 Attn=83.2% FY89 Attn=83.1%

mfung 10/15/89
uman89_1.cha

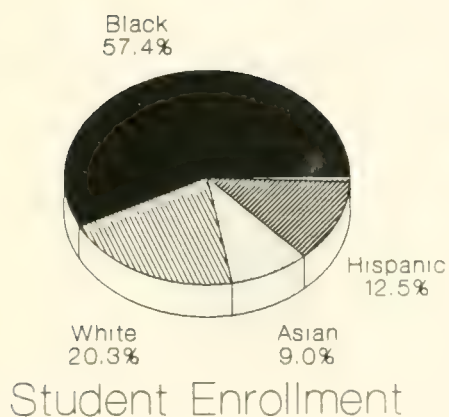
1988-89 Professional Staff Umana



Attendance = 93.3%

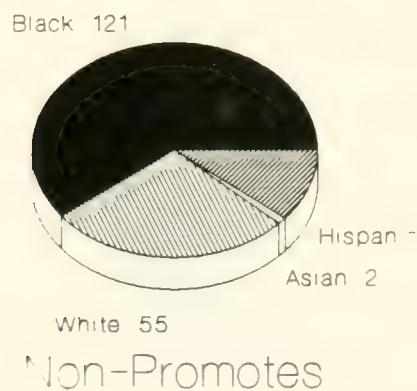
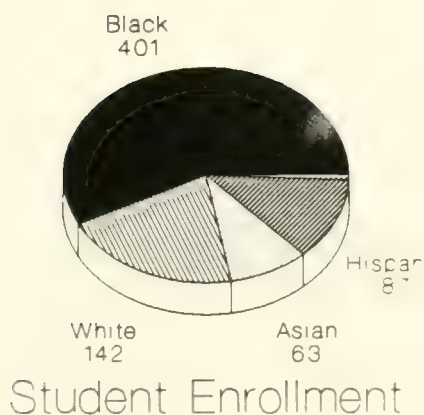
Days of Absence

1988-89 Total Suspensions Umana



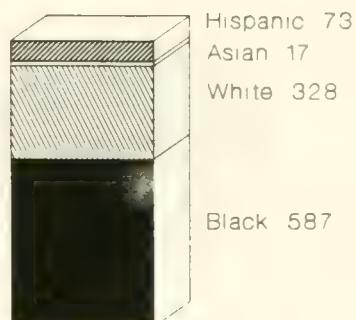
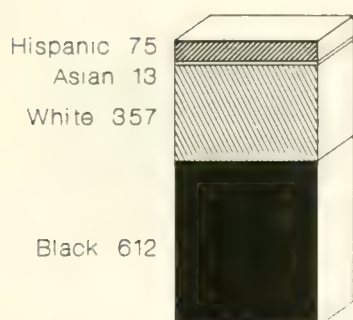
mfung 10/18/89
uman89_2.cha

1988-89 June Non-Promotes Umana



mfung 10/18/89
uman89_9.cha

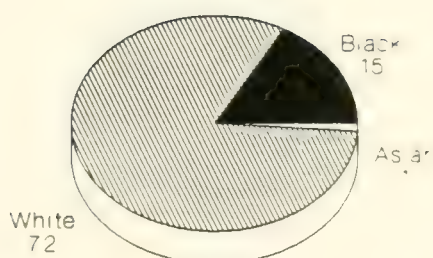
Student Racial-Ethnic Composition West Roxbury 1987-89



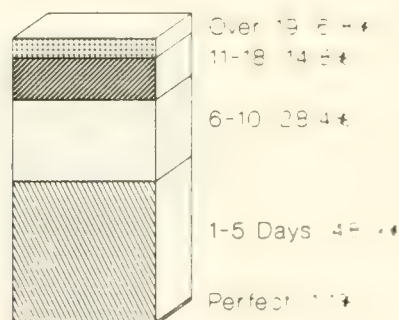
FY88 Attn=81.2% FY89 Attn=82.6%

mfung 10/15/89
wrox89_1.cha

1988-89 Professional Staff West Roxbury



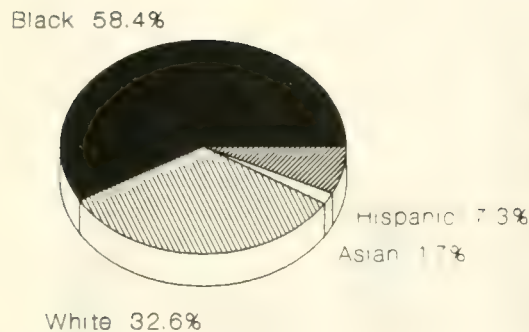
Attendance = 95.7%



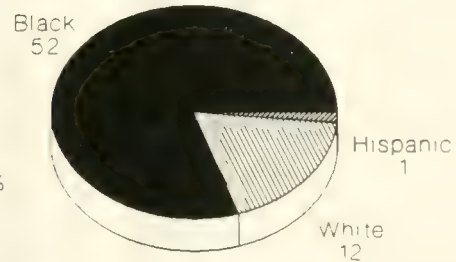
Days of Absence

mfung 10/30/89
wrox89_1.cha

1988-89 Total Suspensions West Roxbury



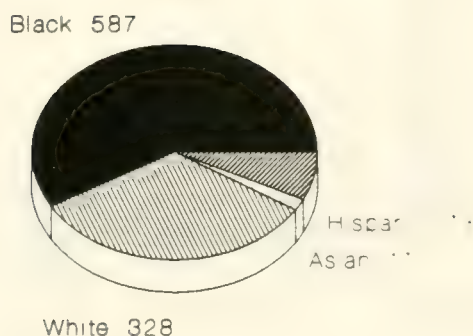
Student Enrollment



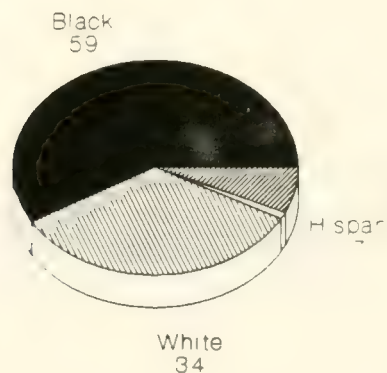
Suspensions

mfung 10/18/89
wrox89_2.cha

1988-89 June Non-Promotes West Roxbury



Student Enrollment

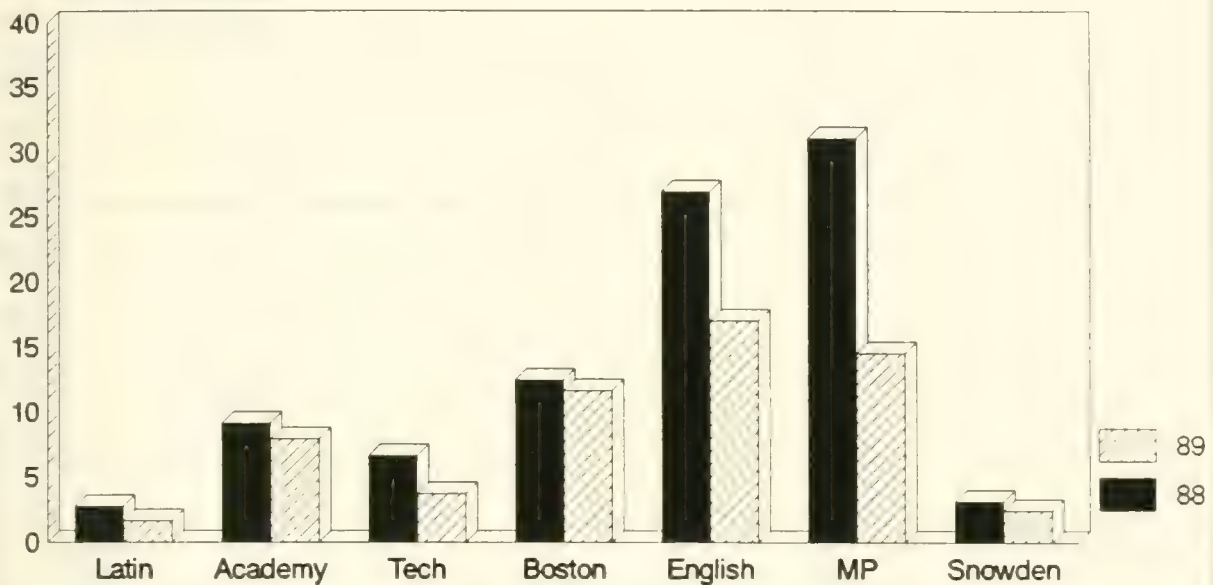


Non-Promotes

mfung 10/18/89
wrox89_9.cha

Average Monthly Suspensions All Students

Per 1000 Students

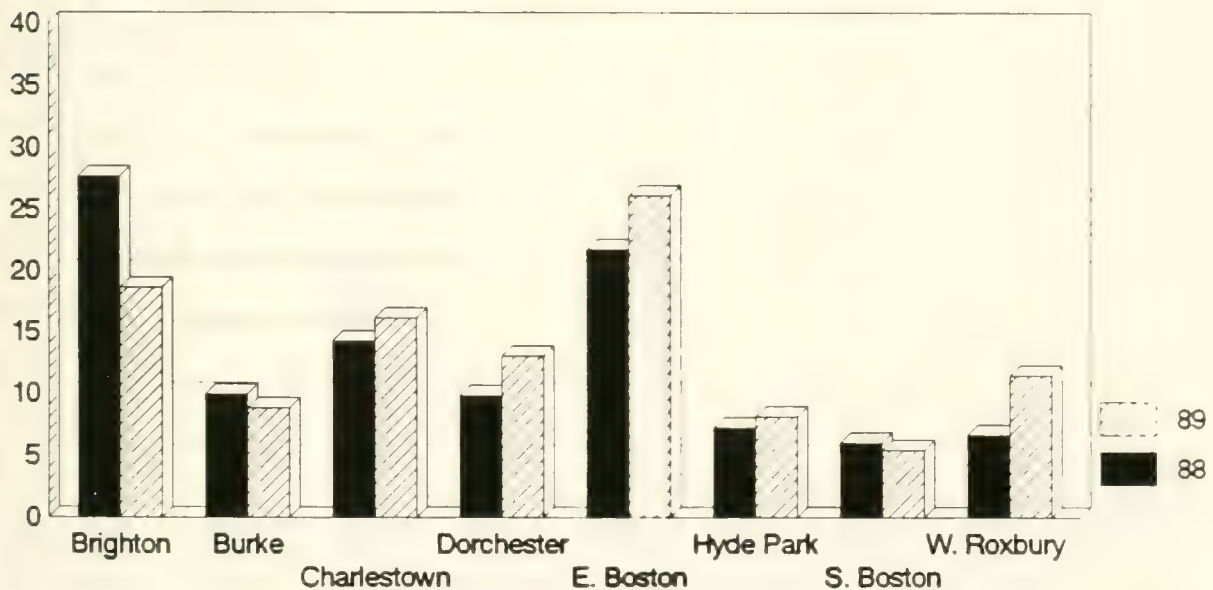


HSZ:fg08/21/90

SUSP89M_

Average Monthly Suspensions All Students

Per 1000 Students

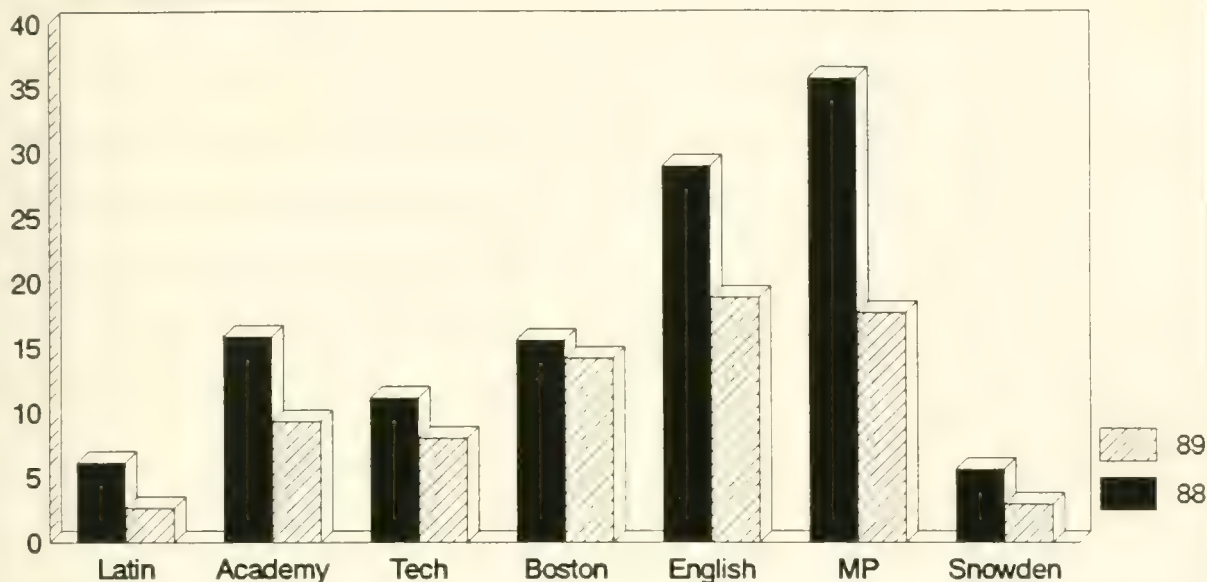


HSZ:fg08/21/90

SUSP89C_

Average Monthly Suspensions Black

Per 1000 Students

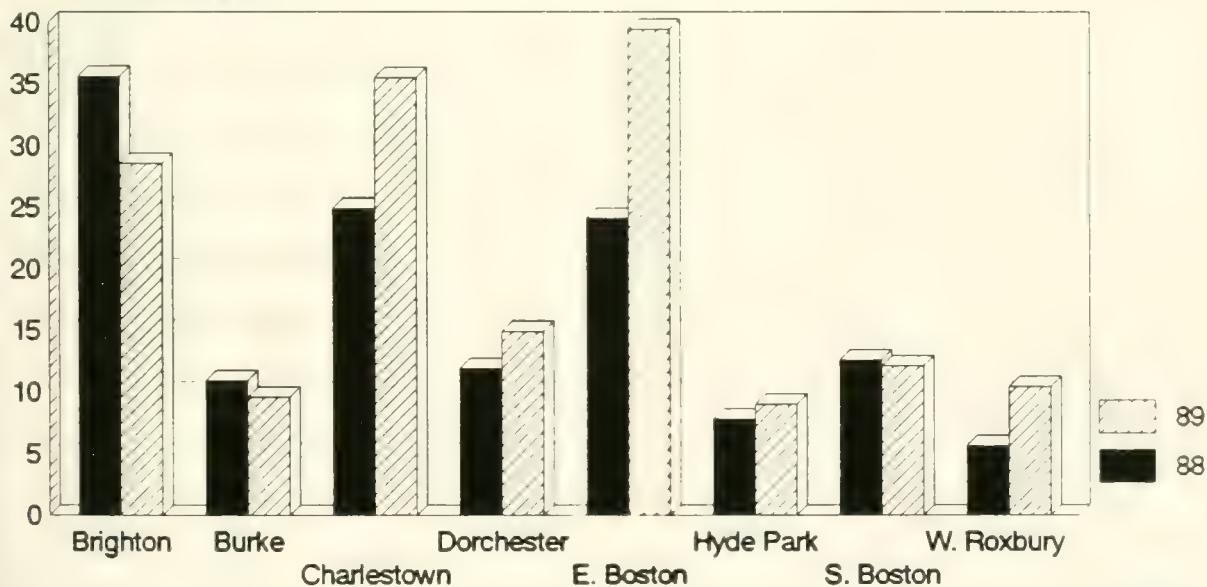


HSZ:fg08/21/90

SUSP89MB

Average Monthly Suspensions Black

Per 1000 Students

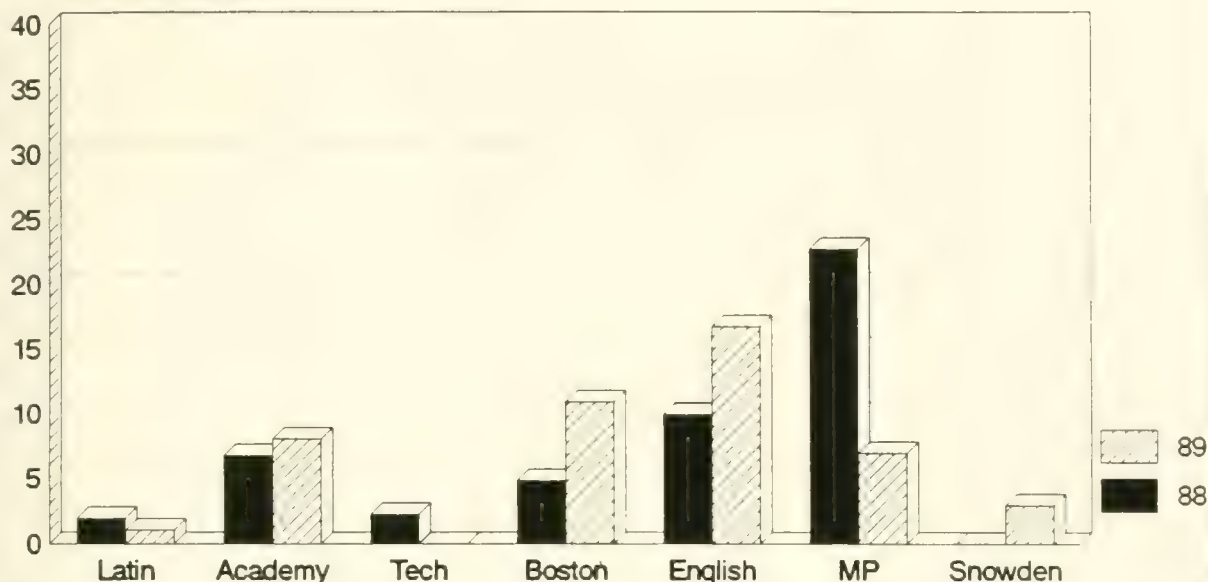


HSZ:fg08/21/90

SUSP89CB

Average Monthly Suspensions White

Per 1000 Students

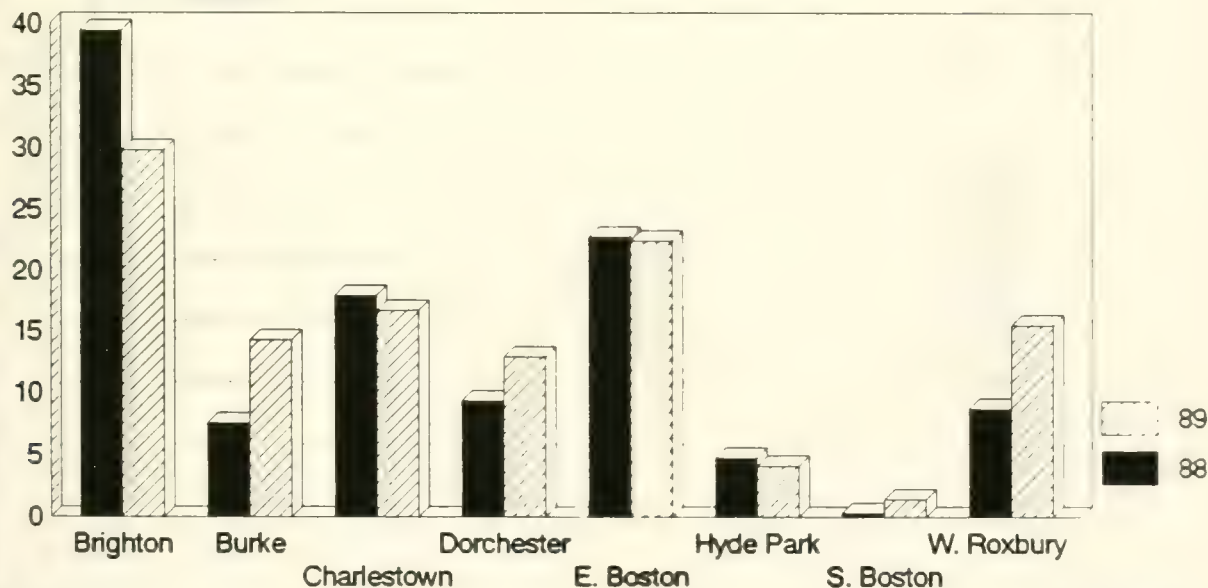


HSZ:fg08/21/90

SUSP89MW

Average Monthly Suspensions White

Per 1000 Students

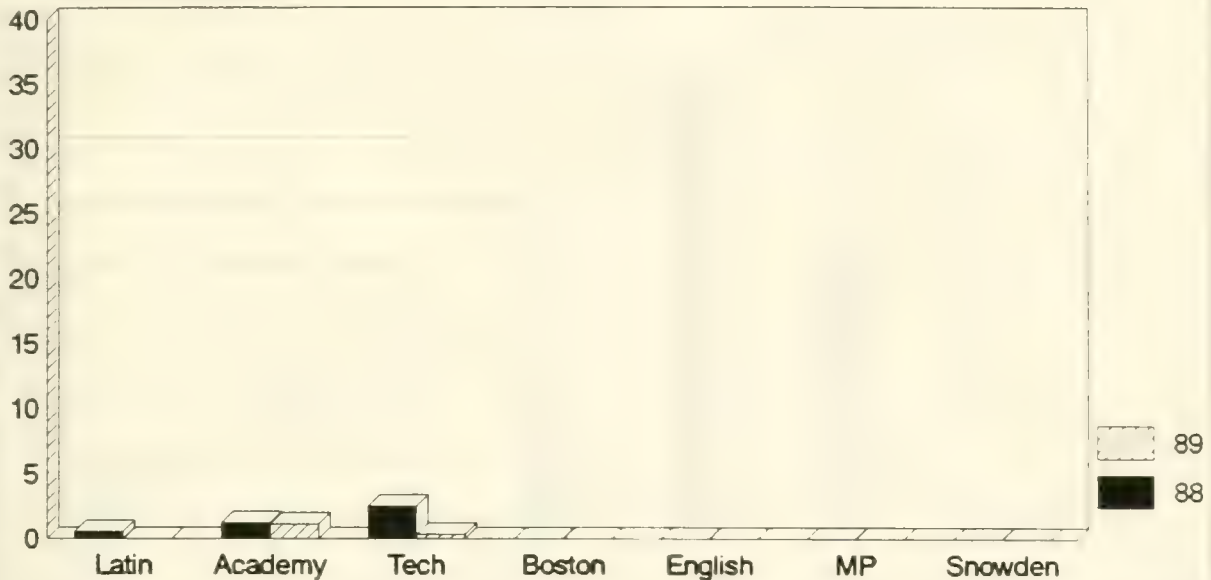


HSZ:fg08/21/90

SUSP89CW

Average Monthly Suspensions Asian

Per 1000 Students

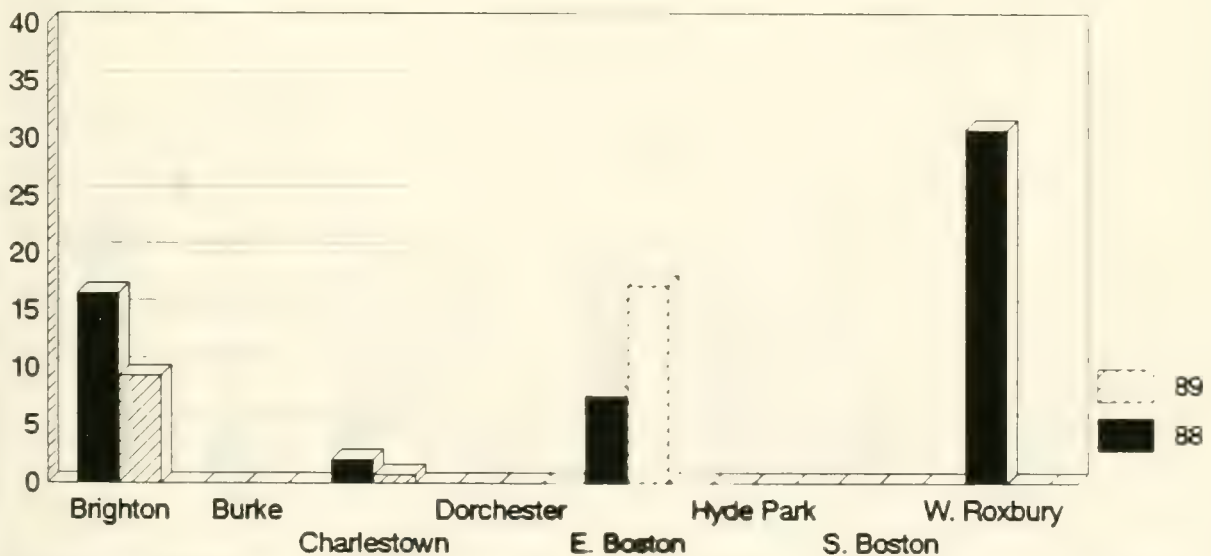


HSZ:fg08/21/90

SUSP89MA

Average Monthly Suspensions Asian

Per 1000 Students

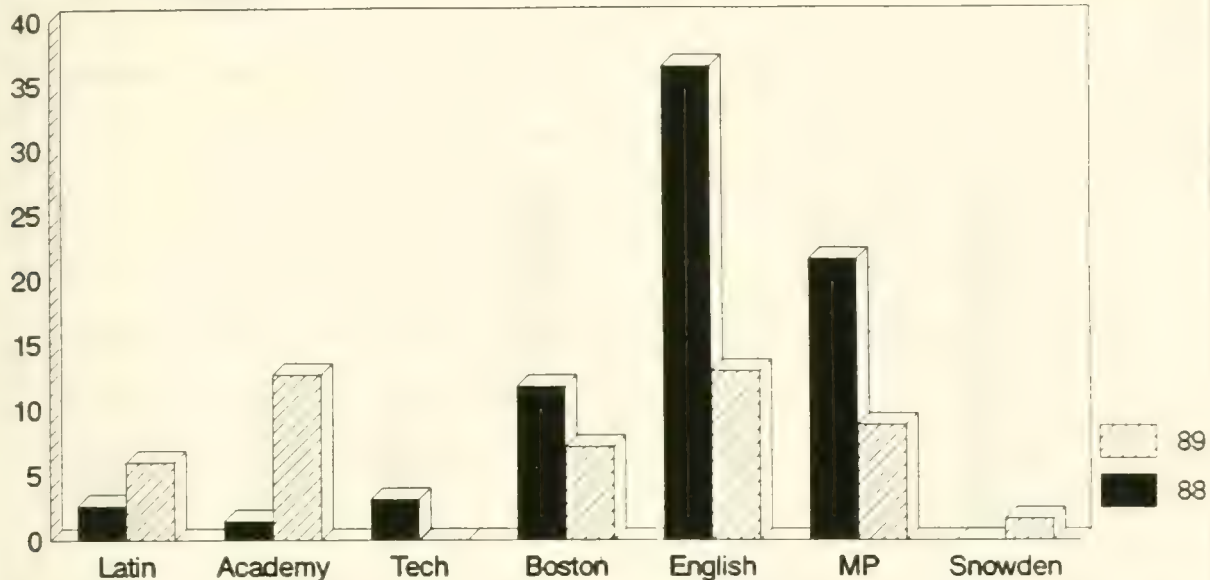


HSZ:fg08/21/90

SUSP89CA

Average Monthly Suspensions Hispanic

Per 1000 Students

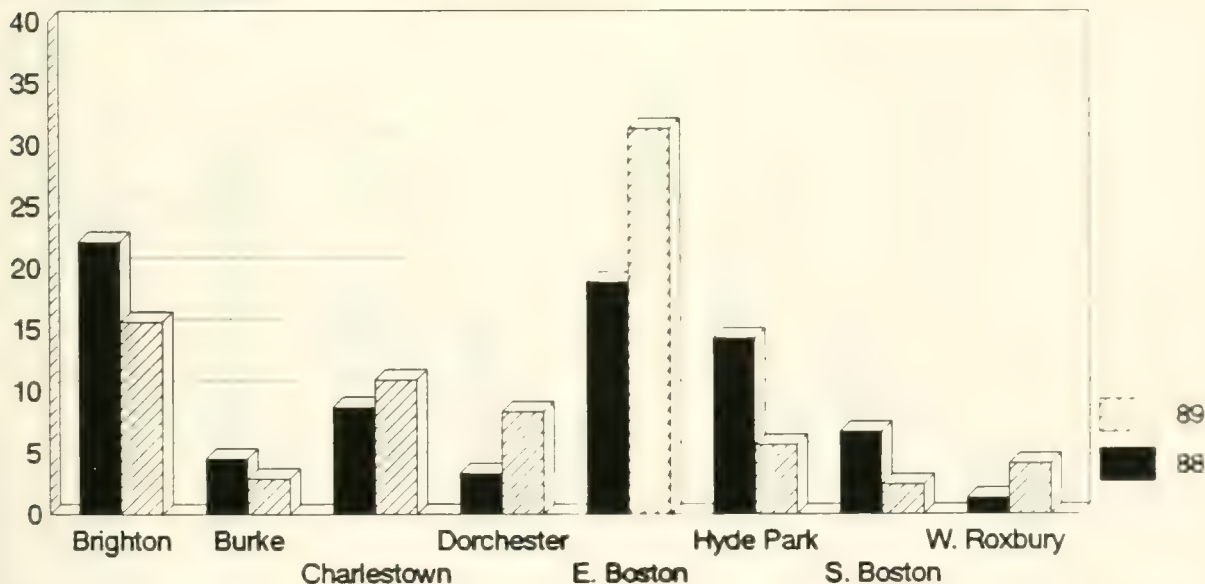


HSZ:fg08/21/90

SUSP89MH

Average Monthly Suspensions Hispanic

Per 1000 Students

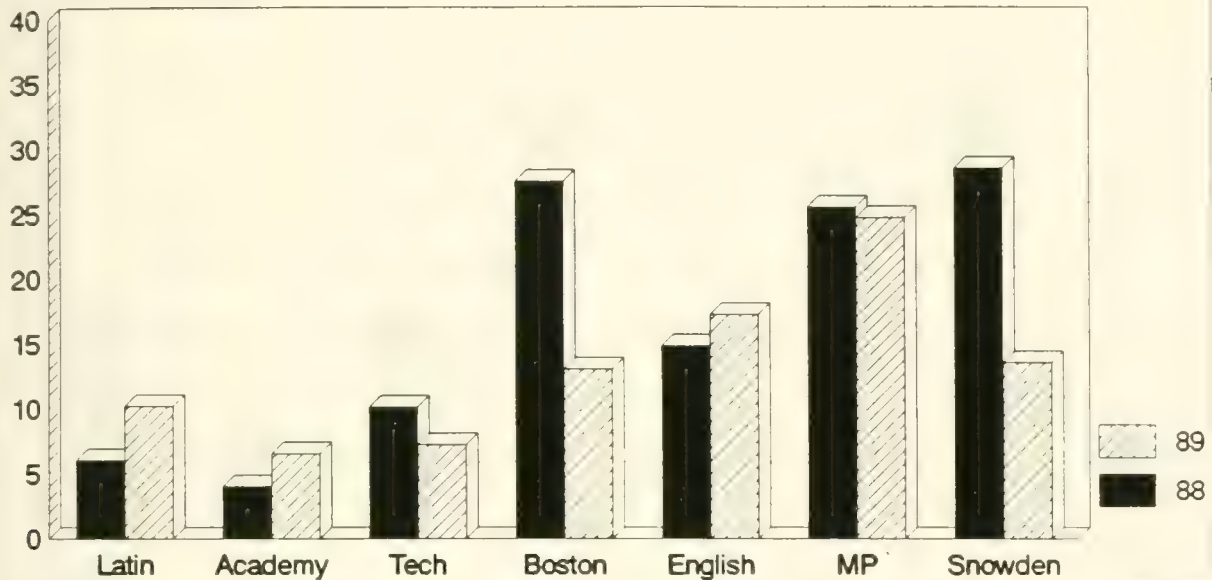


HSZ:fg08/21/90

SUSP89CH

June Potential Non-Promotes All Students

Per 100 Students

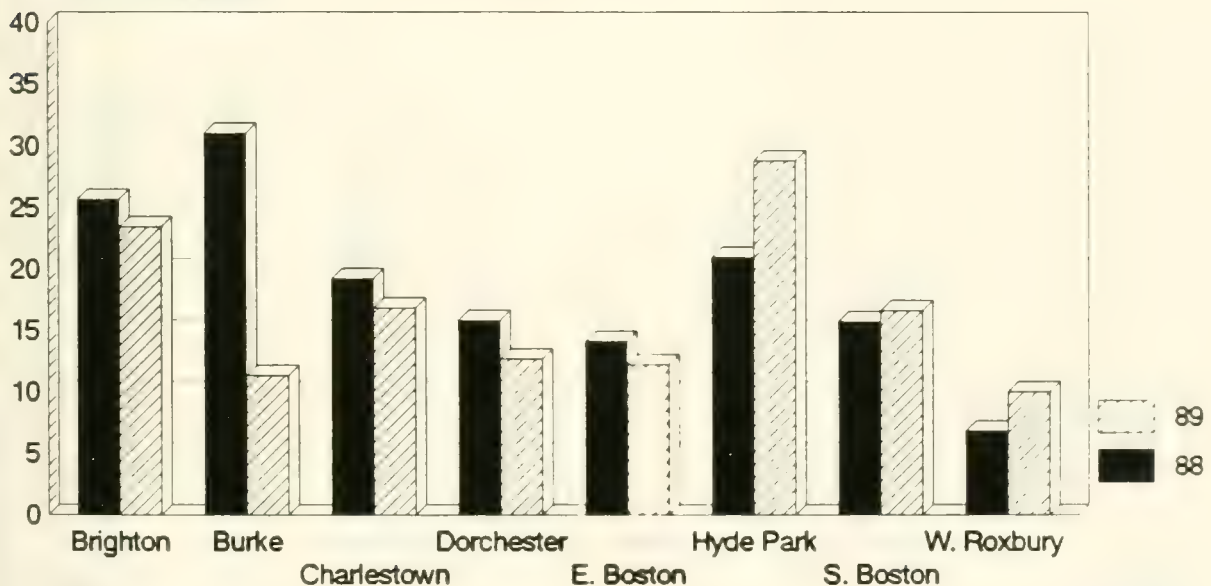


HSZ:fg08/21/90

NONP89M_

June Potential Non-Promotes All Students

Per 100 Students

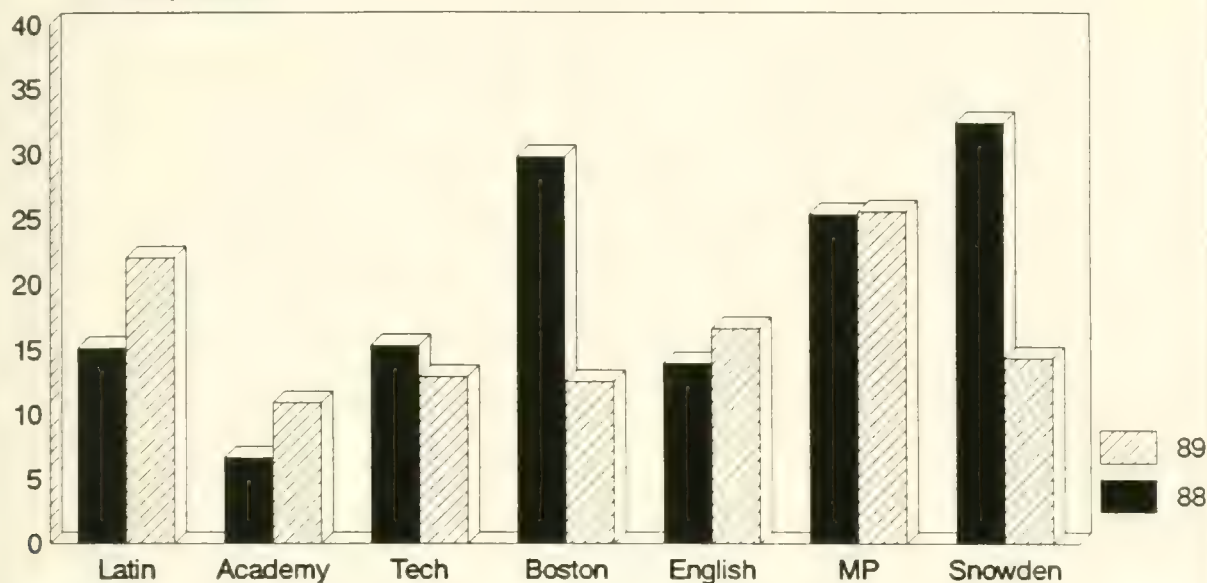


HSZ:fg08/21/90

NONP89C_

June Potential Non-Promotes Black

Per 100 Students

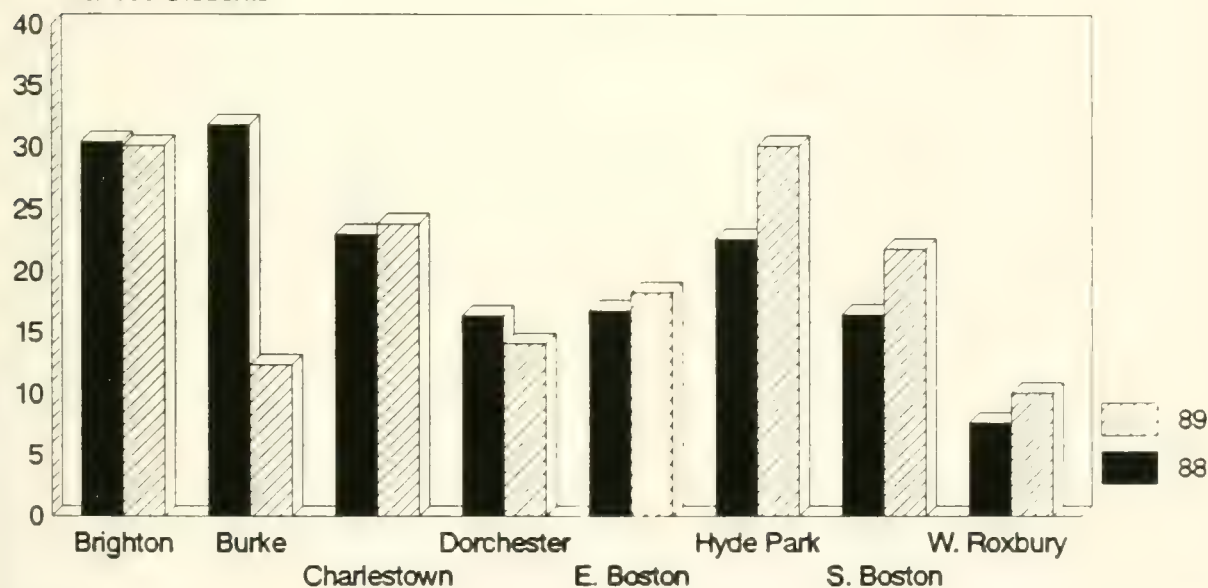


HSZ:fg08/21/90

NONP89MB

June Potential Non-Promotes Black

Per 100 Students

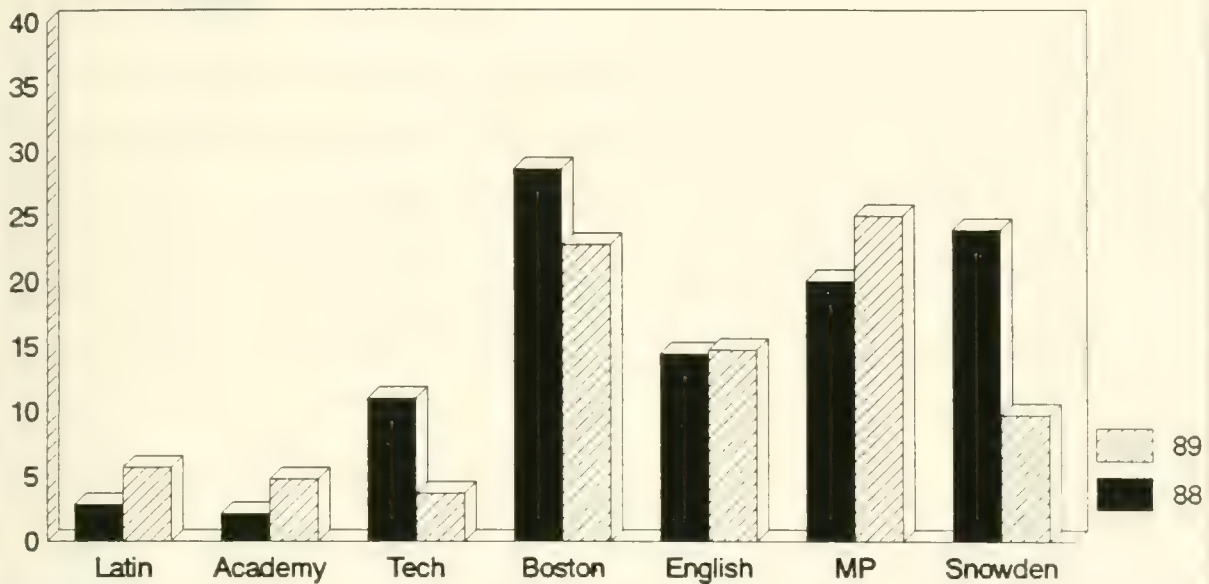


HSZ:fg08/21/90

NONP89CB

June Potential Non-Promotes White

Per 100 Students

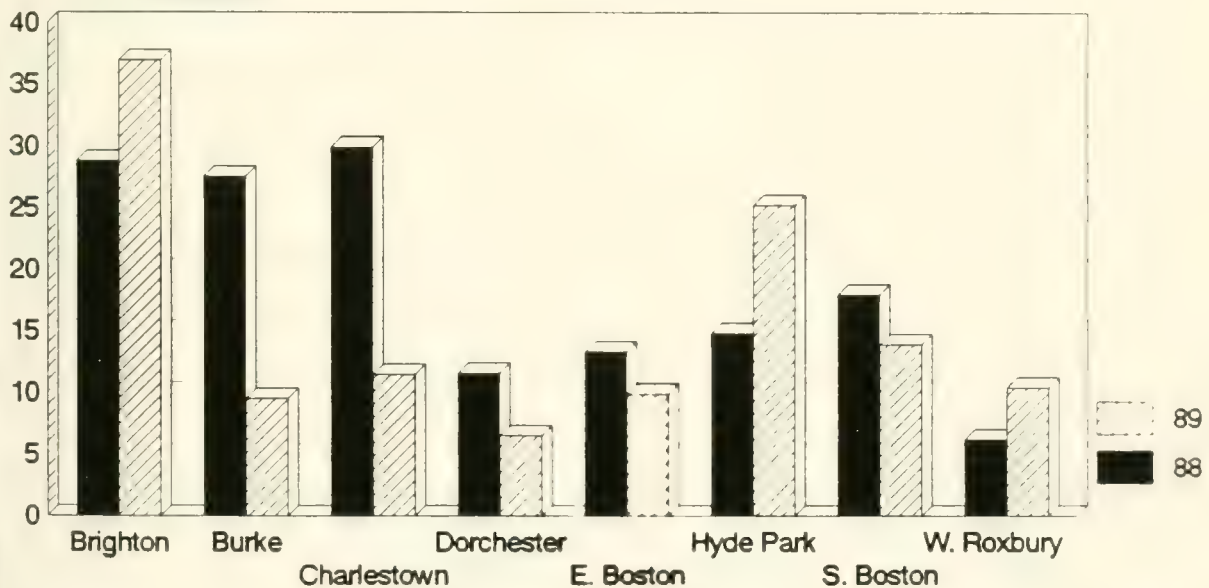


HSZ:fg08/21/90

NONP89MW

June Potential Non-Promotes White

Per 100 Students

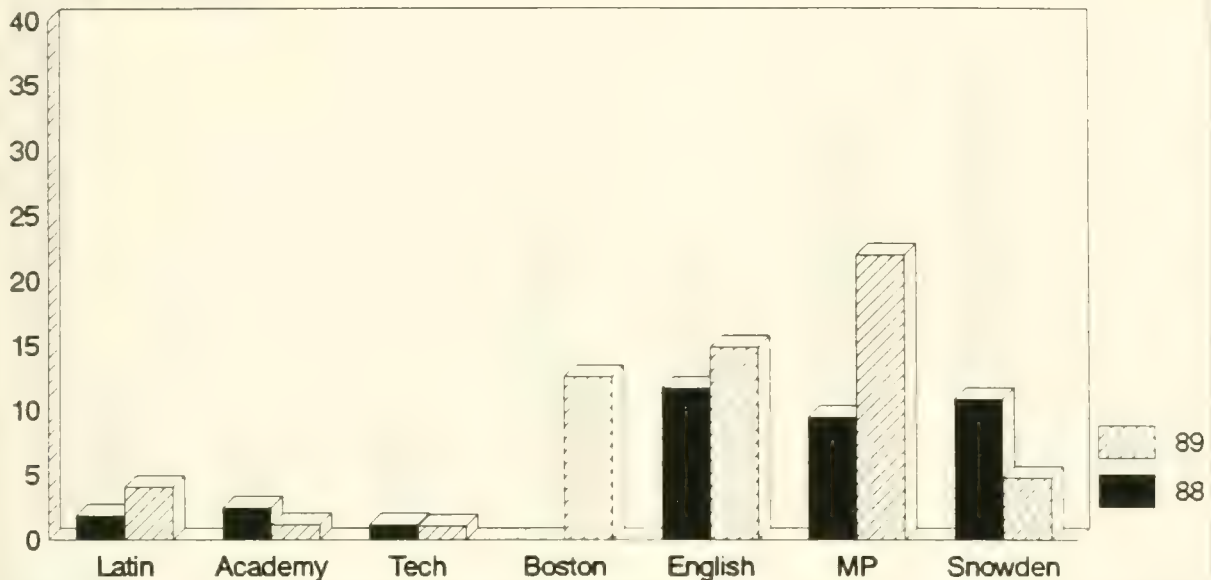


HSZ:fg08/21/90

NONP89CW

June Potential Non-Promotes Asian

Per 100 Students

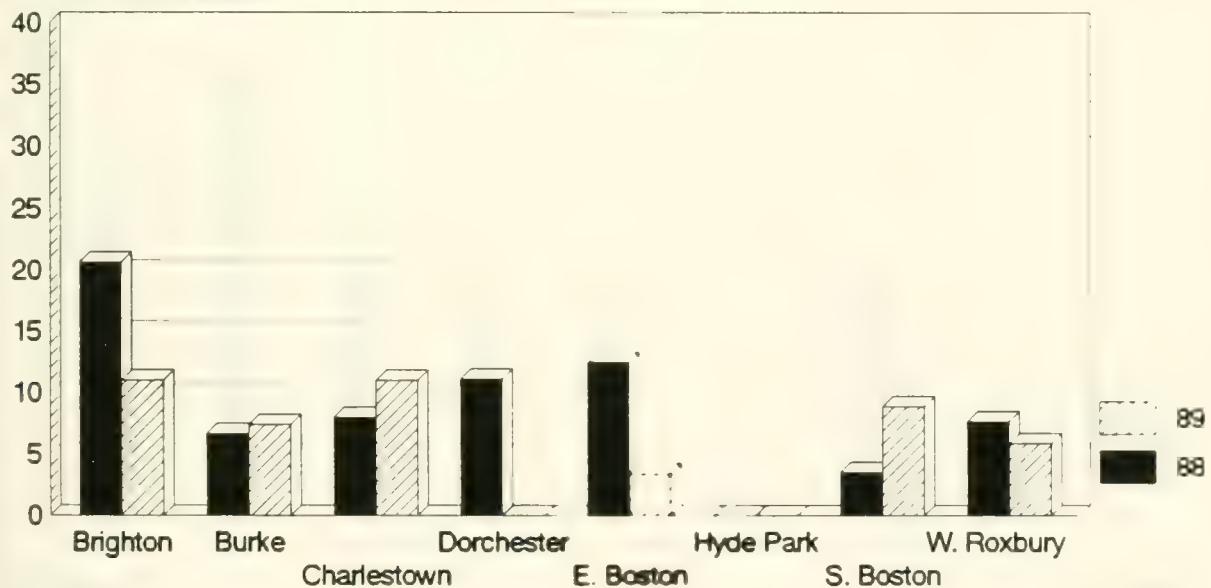


HSZ:fg08/21/90

NONP89MA

June Potential Non-Promotes Asian

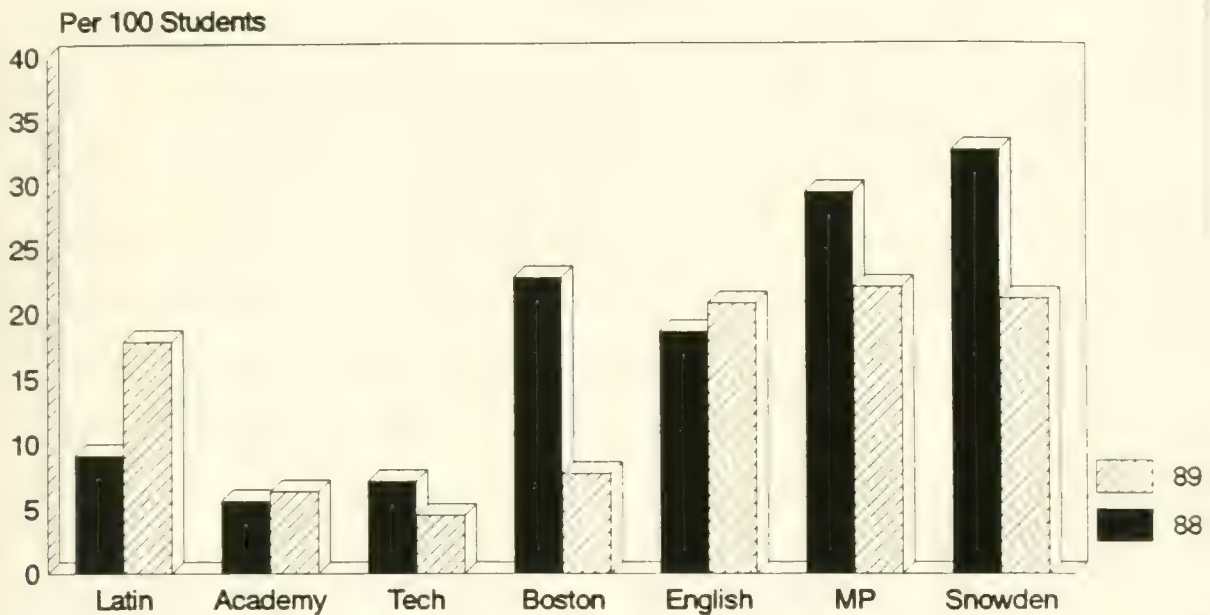
Per 100 Students



HSZ:fg08/21/90

NONP89CA

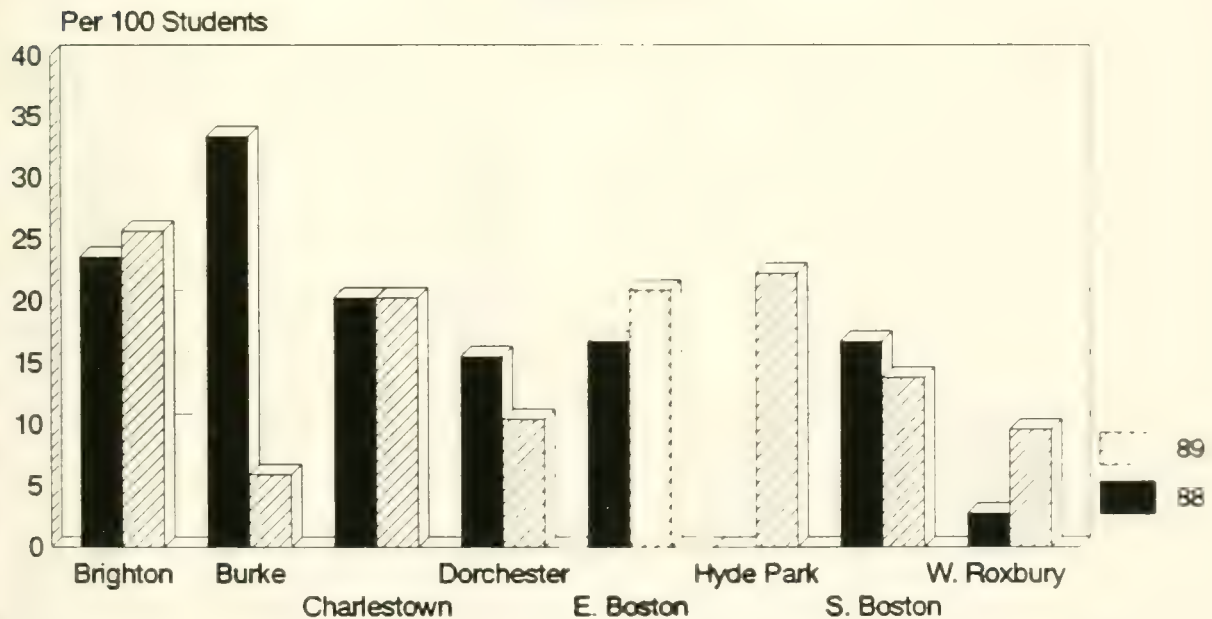
June Potential Non-Promotes Hispanic



HSZ:fg08/21/90

NONP89MH

June Potential Non-Promotes Hispanic

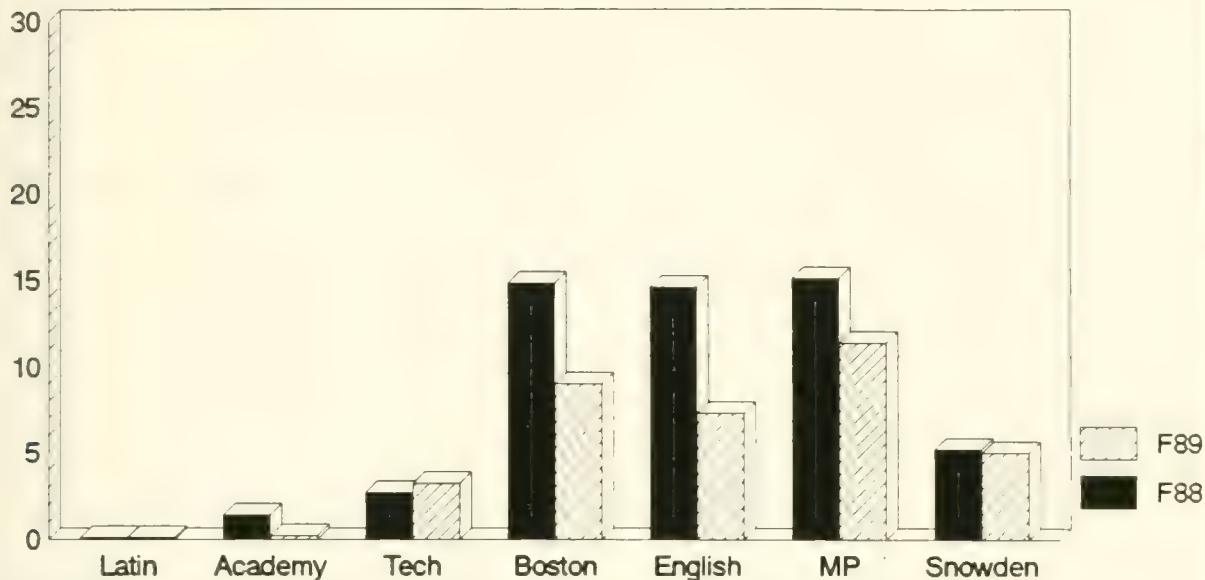


HSZ:fg08/21/90

NONP89CH

Annual Dropout Rates (HSZ) All Students

Per 100 Students

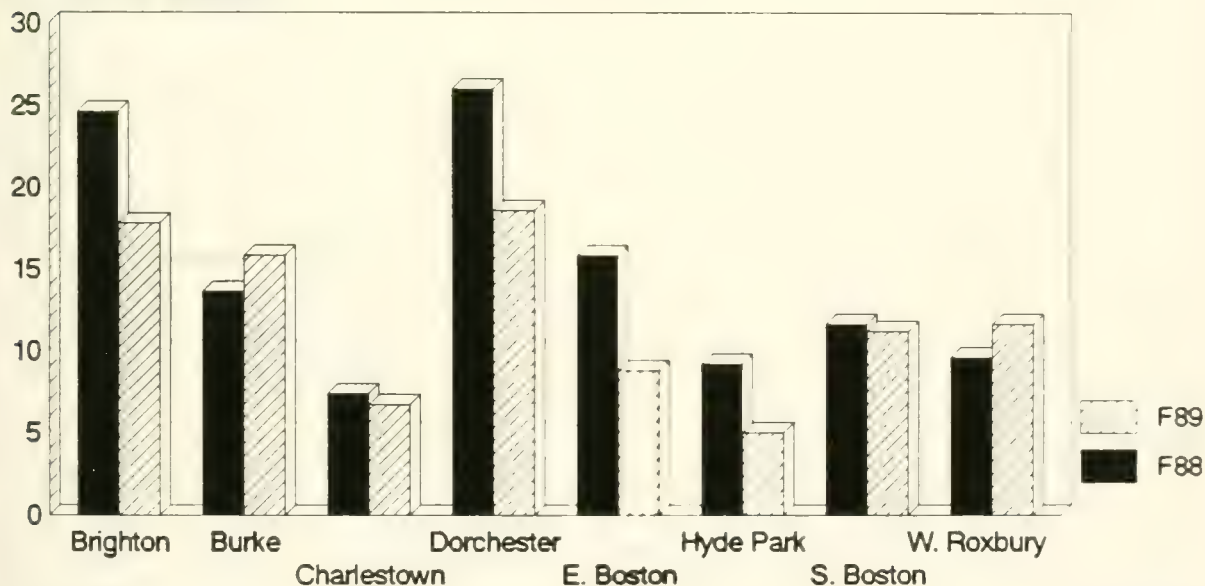


HSZ:fg08/21/90

DROP89ML

Annual Dropout Rates (HSZ) All Students

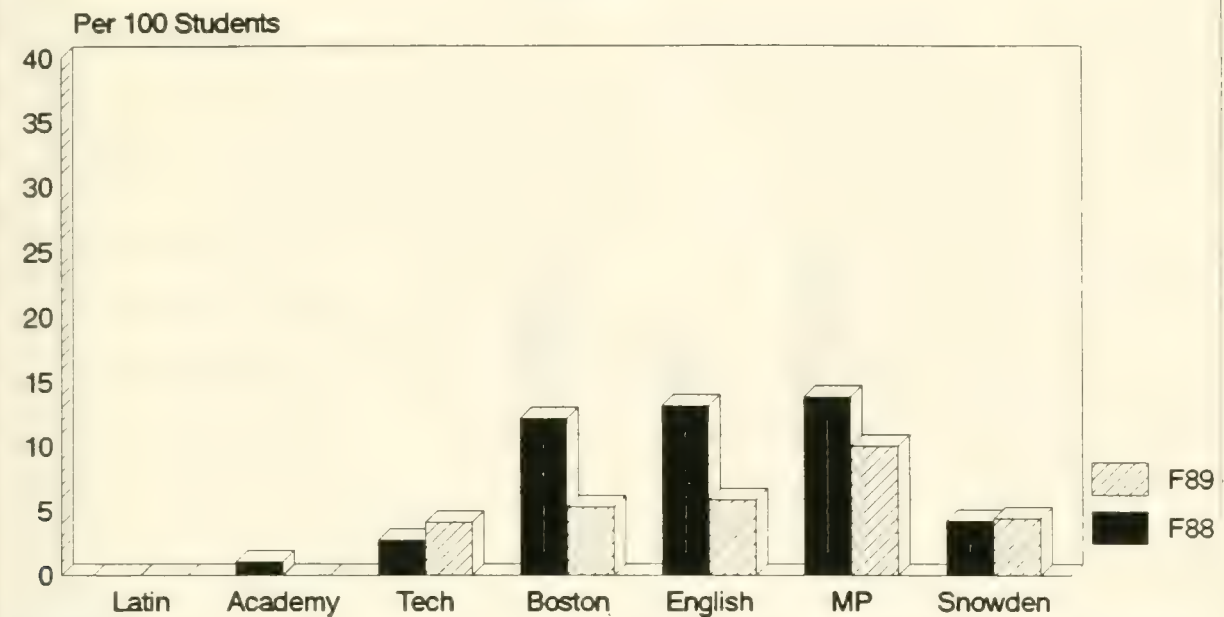
Per 100 Students



HSZ:fg08/21/90

DROP89C

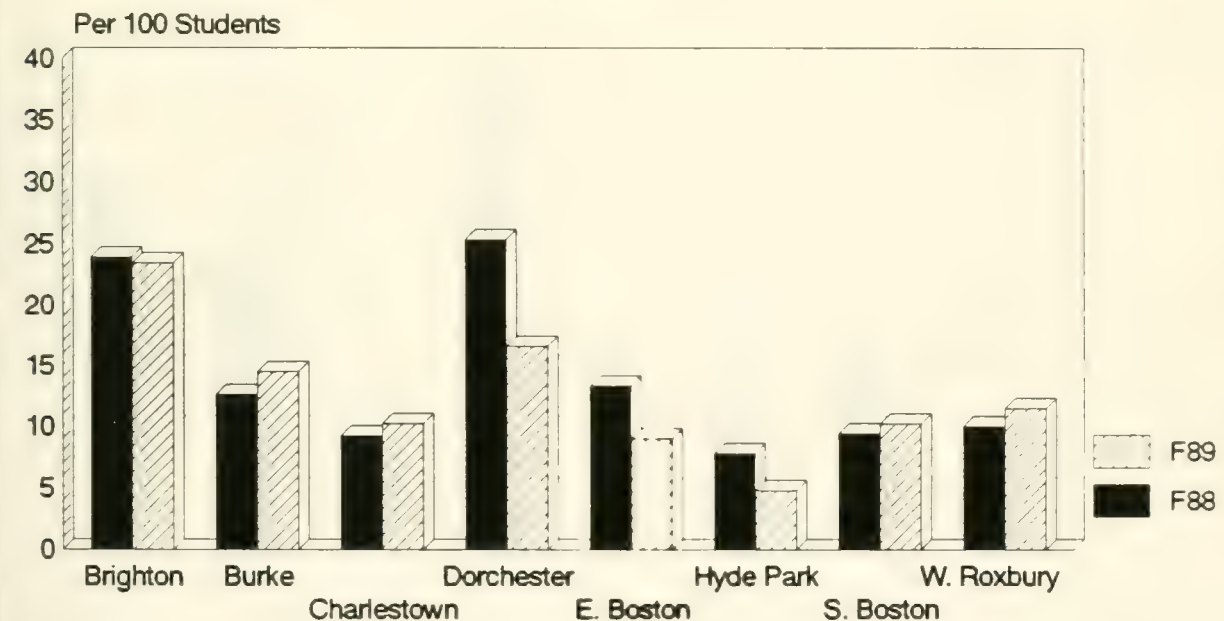
Annual Dropout Rates (HSZ) Black



HSZ:fg08/21/90

DROP89MB

Annual Dropout Rates (HSZ) Black

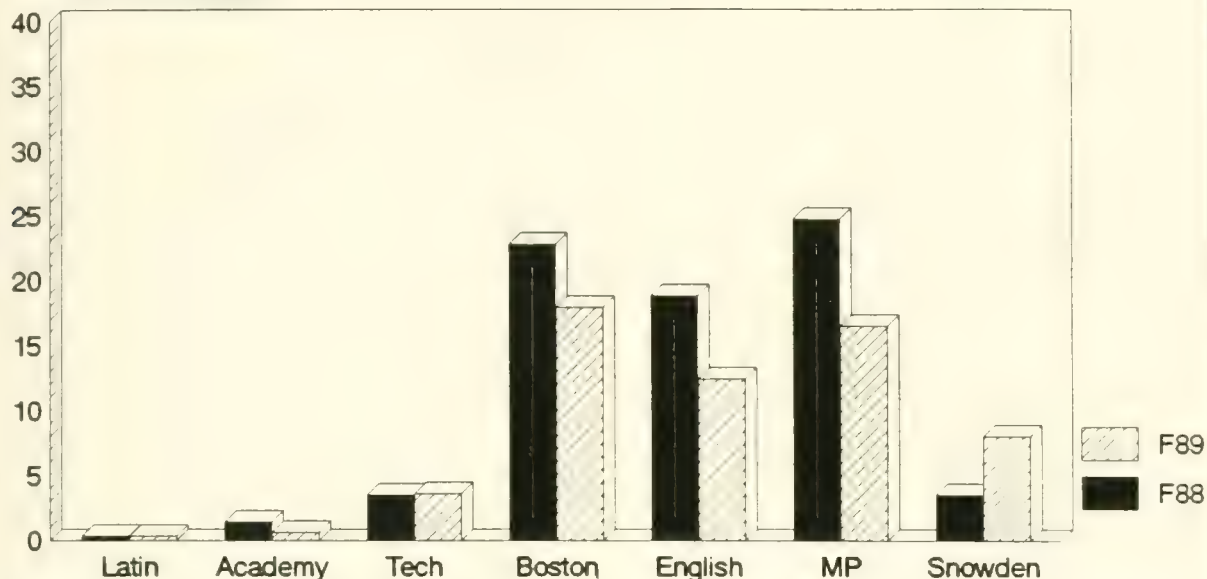


HSZ:fg08/21/90

DROP89CB

Annual Dropout Rates (HSZ) White

Per 100 Students

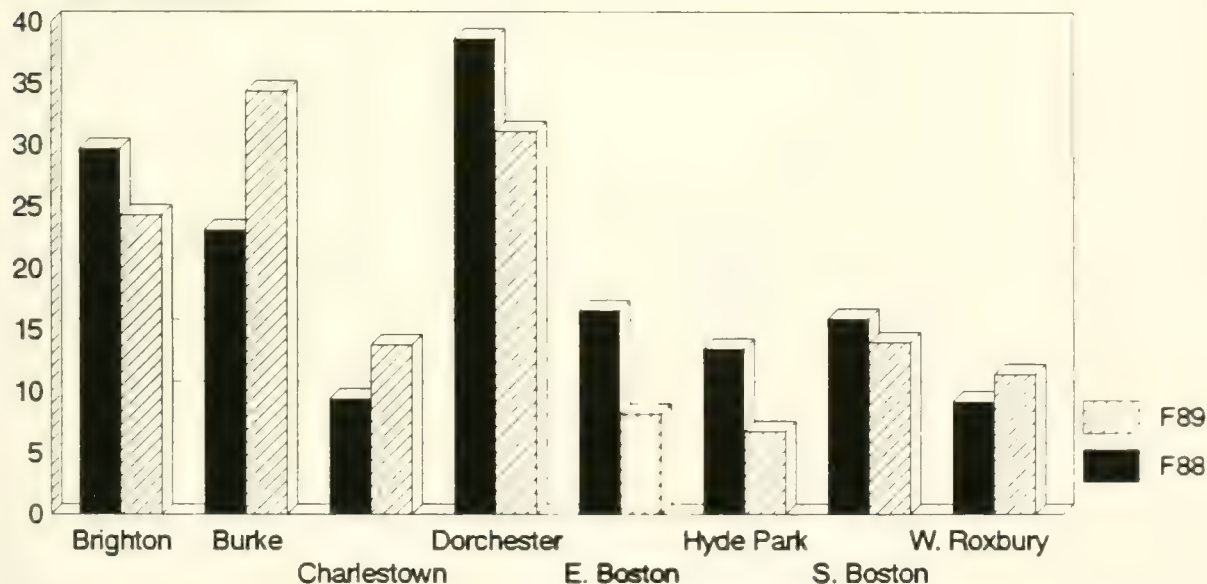


HSZ:fg08/21/90

DROP89MW

Annual Dropout Rates (HSZ) White

Per 100 Students

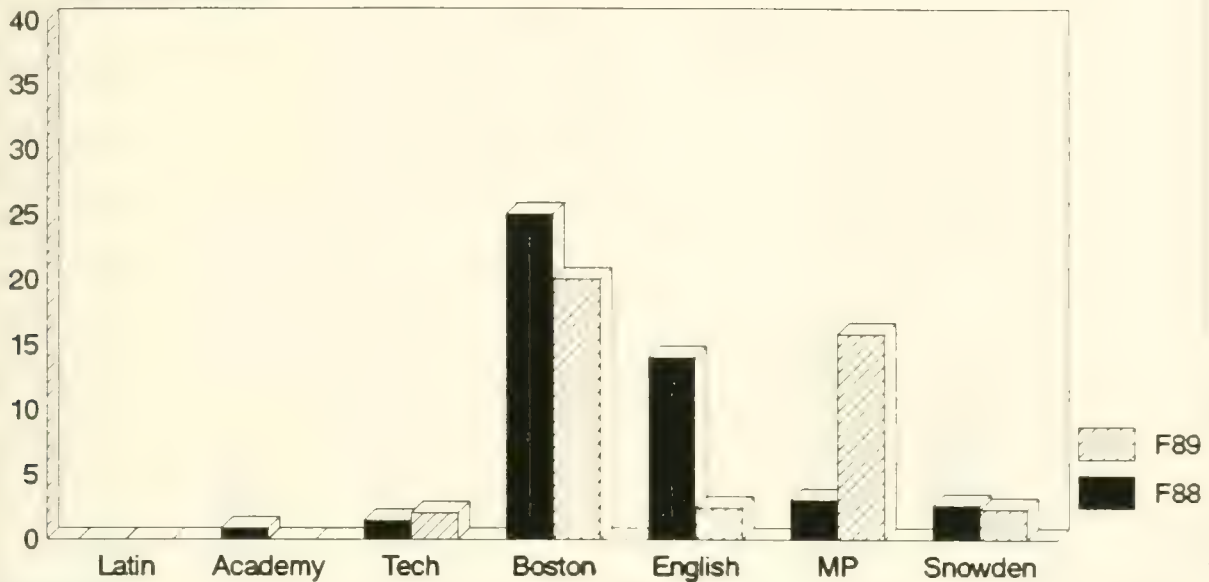


HSZ:fg08/21/90

DROP89CW

Annual Dropout Rates (HSZ) Asian

Per 100 Students

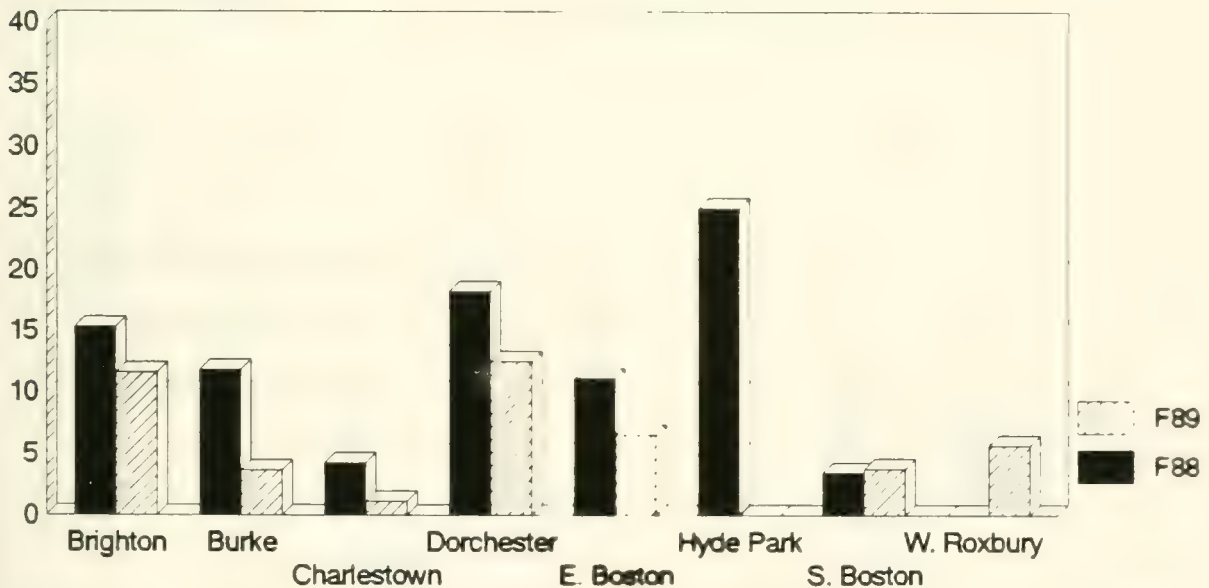


HSZ:fg08/21/90

DROP89MA

Annual Dropout Rates (HSZ) Asian

Per 100 Students

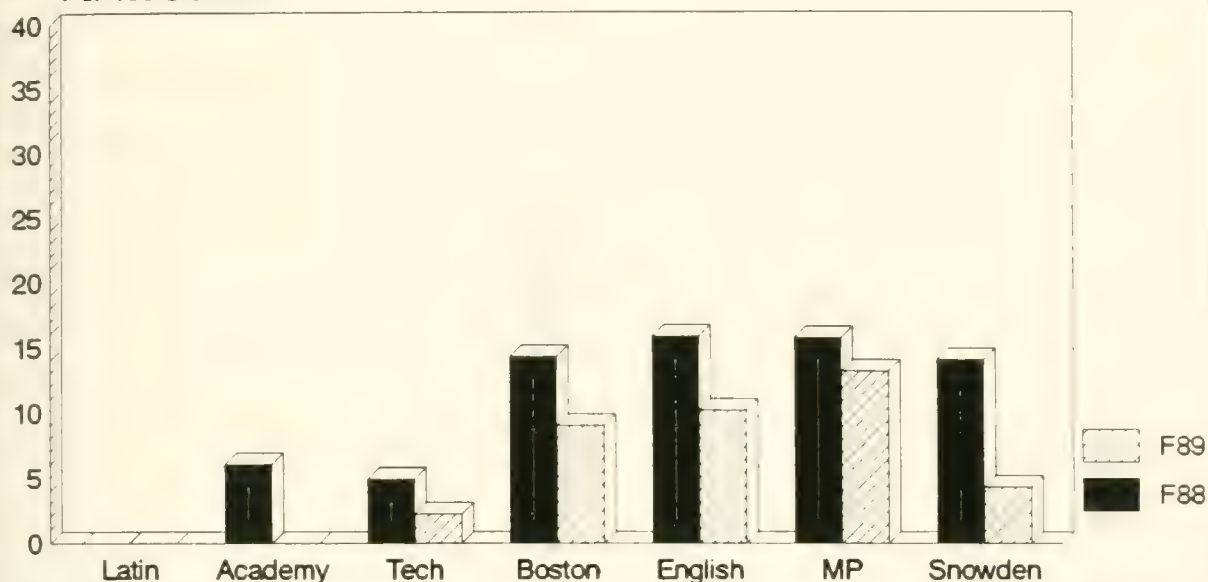


HSZ:fg08/21/90

DROP89CA

Annual Dropout Rates (HSZ) Hispanic

Per 100 Students

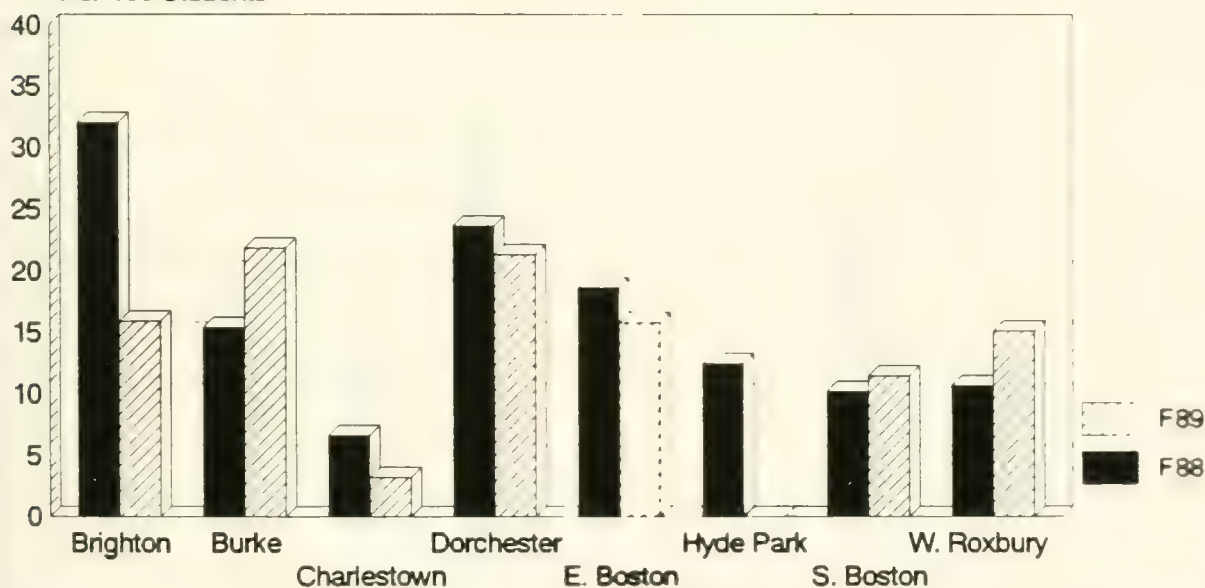


HSZ.tg08/21/90

DROP89MH

Annual Dropout Rates (HSZ) Hispanic

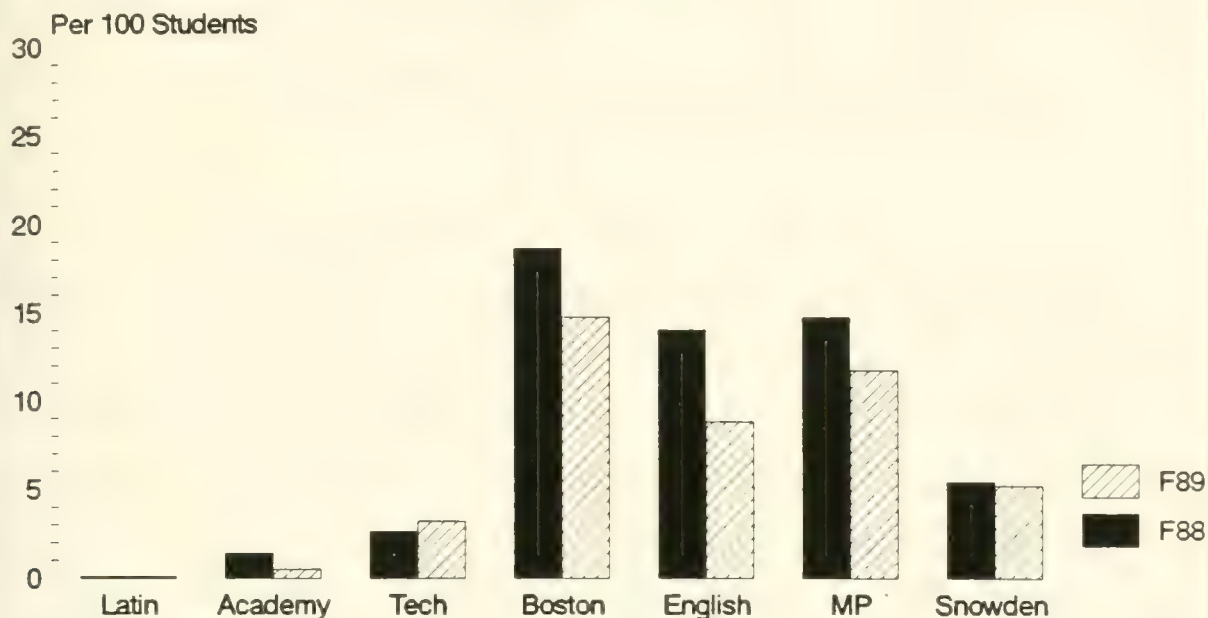
Per 100 Students



HSZ.tg08/21/90

DROP89CH

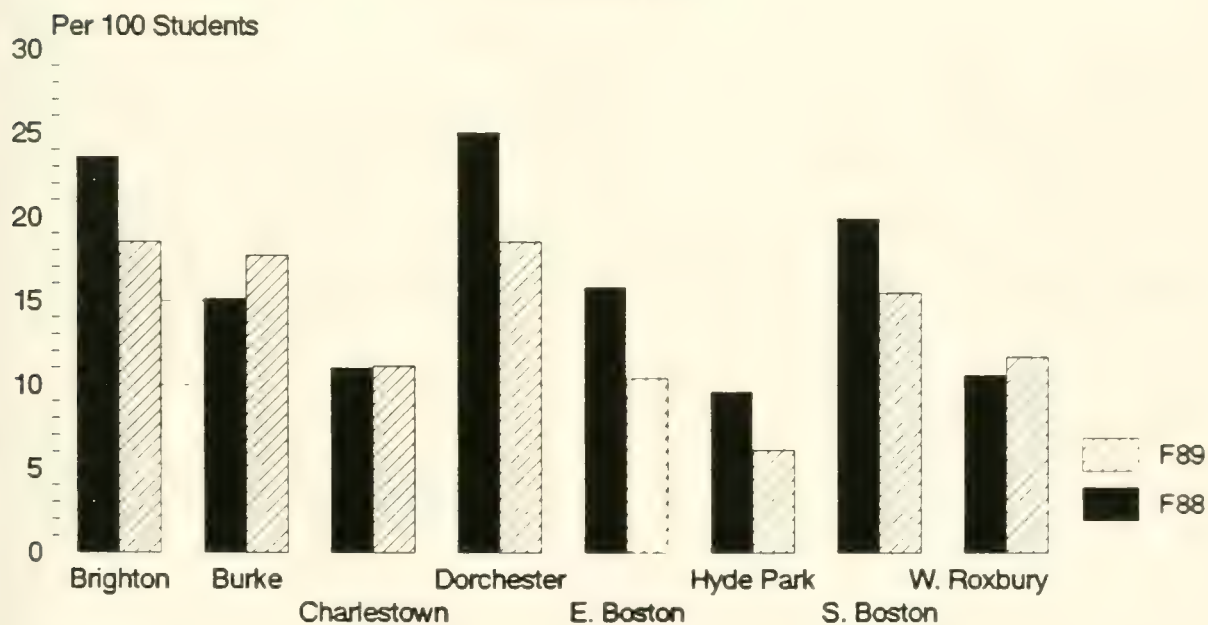
Annual Dropout Rates (R&D) All Students



HSZ:fg08/21/90

DROP89M&

Annual Dropout Rates (R&D) All Students



HSZ:fg08/21/90

DROP89C&

School Performance Statistics

Technical Information

The charts and graphs were produced on First Graphics, Harvard Graphics 2.3 and Graph-in-the-Box Executive. The charts, graphs and the Microsoft Excel spreadsheets are all printed on HP LaserJet III. BPS Office of Information Services provided most of the data in the OIS School Profile Tables files. Frequently, data were also extracted from the Office of Research and Development's annual School Profiles.

Please refer all technical questions on these charts and graphs to the High School Zone Office of the Boston Public Schools, 55 New Dudley Street, Boston, MA 02119. Our phone numbers are 617-442-0069 and 617-442-1396.

Michael Fung
HSZ Superintendent

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